DOCUMENT RESUME

ED 244 000 UD 023 529

AUTHOR	de Silva, Deemathie
TITLE	OPERATION SUCCESS. Program Overview and Performance, Academic Year 1983.
INSTITUTION	Wichita State Univ., Kans.
PUB DATE	Jan 84
NOTE	177p.; Some figures may not reproduce clearly.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Adjustment (to Environment); Asian Americans; *College Students; Cultural Activities; *Economically Disadvantaged; *Ethnic Groups; Federal Aid; Higher Education; Low Income Groups; Program Evaluation; *Tutorial Programs; Vietnamese People
IDENTIFIERS	*Operation Success; Wichita State University KS

ABSTRACT

This report is a comprehensive description of a Federally-funded Special Services program known as Operation Success at Wichita State University. The program began in 1970 and is designed to assist students from low income families and/or who are the first in their families to attend college. Part I of the report describes program philosophy and goals, plus the current organizational framework, staff development and training, and program communications. Part II summarizes student enrollment and presents demographic data on students who received assistance through the tutoring component during the Spring, Summer, and Fall semesters of 1983. Part III summarizes the tutorial, cultural, research and evaluation, Vietnamese, and fundraising components of the program. It also provides a detailed analysis of program survey data, summarizes scholarships awarded to students, and describes the Tutor Appreciation Awards banquet. Numerous charts, tables, figures and organizational models are utilized throughout the report. (CJM)

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OPERATION SUCCESS

PROGRAM OVERVIEW AND PERFORMANCE

Academic Year 1983

Deemathie de Silva
Program Counselor

Wichita State University
January 1984

TABLE OF CONTENTS

Page Number

Table of Contents ... i

Preface ... iii

Introduction ... v

Part I - PROGRAM OBJECTIVES AND ORGANIZATIONAL FRAMEWORK

Model of Program ... 1

Goals and Objectives ... 2

Philosophy of the Program ... 4

Organizational Chart ... 7

Program Work Ideals ... 11

Professional Development and Training of Staff ... 13

Newsletter ... 19

Part II - STATISTICAL INFORMATION

Student Enrollment Statistics ... 23

- Summary of Enrollment, Spring 1983 ... 25
- Summary of Enrollment, Summer 1983 ... 33
- Summary of Enrollment, Fall 1983 ... 41

Tutorial Component Statistics ... 49

- Summary of Tutorial Component, Spring 1983 ... 50
- Summary of Tutorial Component, Summer 1983 ... 58
- Summary of Tutorial Component, Fall 1983 ... 64

Part III - COMPONENTS OF OPERATION SUCCESS

Tutorial Component ... 73

Awards and Scholarships ... 91

Page Number

Cultural Component 97

Cultural Activities, 1983 101

Research and Evaluation Component 102

Forms 108

A Success Story 123

A Study on Probationary Students 125

Tutor Perception Survey 135

Program Survey by Students, Summer 1983 153

Student-Counselor Conferences, Spring 1983 153

Fund Raising Component 157

Vietnamese Component 159

Preface

Beginning in 1970, a federally funded program entitled "Special Services" opened its doors on the Wichita State University campus. It was designed to provide financial assistance covering tuition fees, books, personal tutoring, and counseling to 300 Wichita State University students meeting federal poverty-level guidelines. Almost 14 years later, students today are still utilizing the supportive services that has made Special Services a unique and personal program. Although the services offered have changed, the underlying philosophy still remains the same. Our program is designed to assist those students meeting the following federal guidelines defined by the Office of Education.

1. First Generation
2. Low Income
3. Physically Disabled

Students from various ethnic, social, and educational backgrounds are attracted to our program. The service most students seek is the one-on-one tutorial service, but they also receive assistance in peer counseling, cultural exposure, free typewriter service, limited book loan program, and information on various minority scholarships. Currently, we are fundraising monies to contribute towards our newly established Leslie Rudd Academic Incentive Scholarship Program.

Our program will continue to consist of three main components: Tutorial, Cultural, and Research & Evaluation. We plan to add a computer tutorial-assisted program in the fall of 1984. Each component has been successful in meeting the goals of the program. Our program has grown each year, both in quality and quantity of services.

With this in mind, I feel the commitment on behalf of the staff and students, allow for a positive educational environment. This environment has allowed over 3,000 students to utilize the services that have made OPERATION SUCCESS a program which promotes equal educational opportunity.

Mario Ramos.
Mario Ramos,
Program Director

April, 1984

INTRODUCTION

The fifth Program Overview and Performance report of OPERATION SUCCESS provides a comprehensive and detailed description of the activities of the Special Services Program at Wichita State University, covering Spring, Summer, and Fall academic semesters of 1983.

The organizational framework of OPERATION SUCCESS consists of five components: the Tutorial Component, the Cultural Component, the Research and Evaluation Component, the Vietnamese Component, and the newly formed Fund Raising Component. As seen in the illustration on page one, the five components of OPERATION SUCCESS are mutually supportive and complementary. Together the components provide a supportive framework for assisting the disadvantaged student in successfully completing his or her college education.

The Tutorial Component is the backbone of the program through which individualized tutoring is made available to enrollees. The Cultural Component sponsors activities, such as educational visits and cultural events, to provide students with additional learning experiences. The Research and Evaluation Component collects and analyzes both quantitative and qualitative data in order to formulate effective strategies to best serve the disadvantaged student. The Vietnamese Component serves students from that culture who are in need of tutorial assistance. Finally, the Fund Raising Component operates to help counteract budgetary constraints.

This comprehensive report is available to Wichita State University faculty, administrators, and the Wichita community with information on activities and a performance report of OPERATION SUCCESS. The report is divided into three parts. Part I covers the program model goals and objectives, and philosophy of the program. It also contains the current organizational framework, program work ideals, procedures for the professional development and training of the staff, and program communications through the newsletter. Part II provides a summary of student enrollment during the Spring, Summer and Fall semesters of 1983. It also contains demographic profiles and statistical data on students who received tutorial assistance through the Tutorial Component. Part III provides a summary of the Tutorial, Cultural, Research and Evaluation, Fund Raising and Vietnamese Components. The detailed analysis of the Program Survey of Spring, Summer, and Fall of 1983 is also included in this section. This section also has information on scholarships awarded to students enrolled at OPERATION SUCCESS as well as the Tutor appreciation awards banquet.

This report is an attempt to provide the reader with details of OPERATION SUCCESS annual activities by compiling information, incorporating charts, tables, figures, flow charts, and organizational models. This report will not only be useful to Special Services Program Personnel in formulating future strategies that will better meet the needs of disadvantaged students, but will also assist in comparative studies done here and elsewhere in the nation to further improve programs that assist the disadvantaged student.

I want to express my appreciation to the Director of OPERATION SUCCESS, Mario Ramos, for his encouragement and assistance in the preparation of this fifth report. I also want to thank the program secretary, Hercilia Recinos, Student Assistant Audrey Krug, Tutor-Advisors Elizabeth Freund, Rebecca Pegg and Faeq Shaikh and Research Assistant, Clara Freund, for their assistance through the various stages in the preparation of this report.

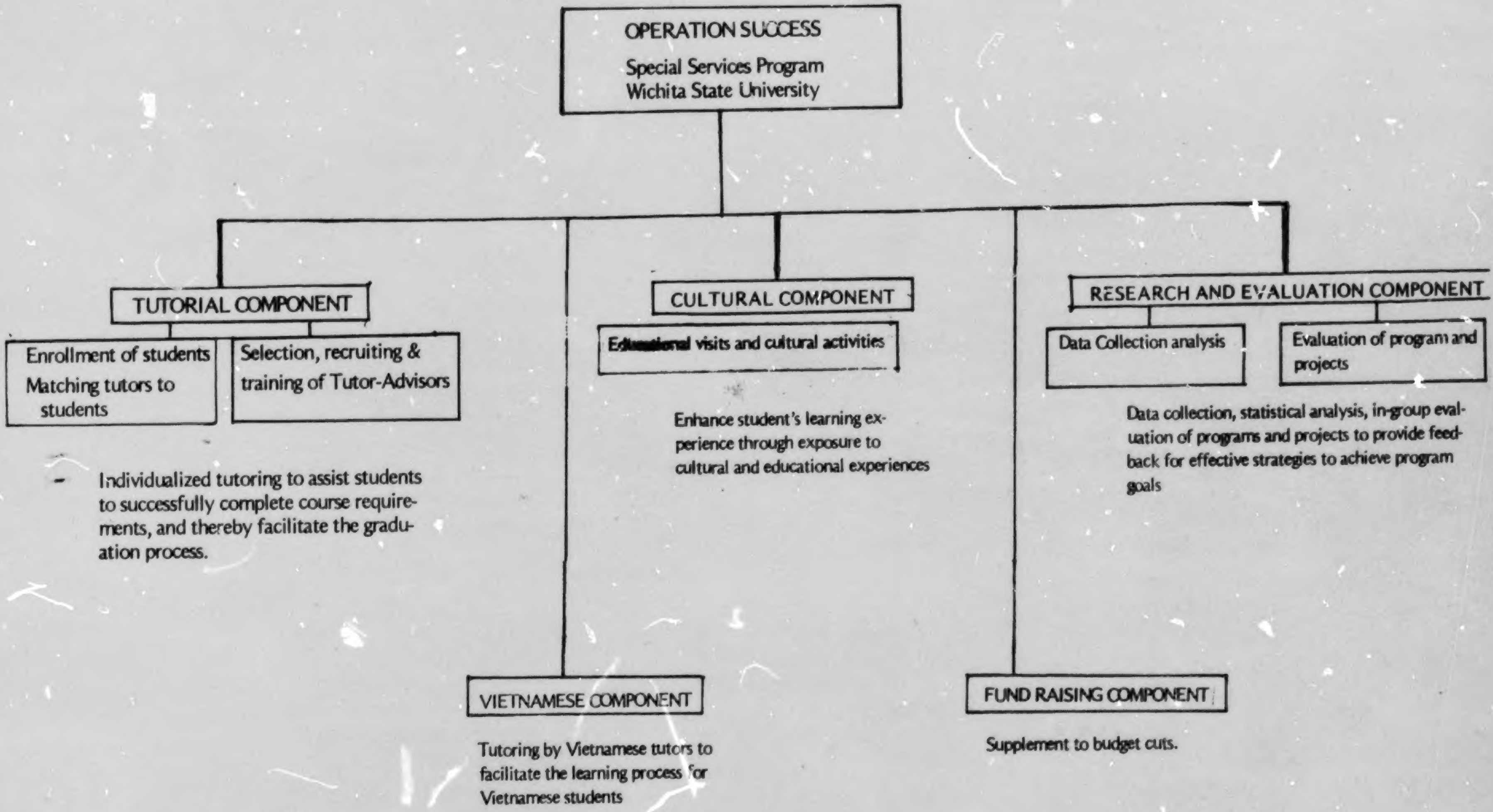
Deema de Silva
Deema de Silva
Program Counselor

April 2, 1984

PART I

PROGRAM OBJECTIVES
AND
ORGANIZATIONAL FRAMEWORK

Model of Program
Goals and Objectives
Philosophy of the Program
Organizational Chart
Program Work Ideals
Professional Development and Training
Newsletter



OPERATION SUCCESS

Special Services Program
Wichita State University

TUTORIAL COMPONENT

Enrollment of students
Matching tutors to students

Selection, recruiting & training of Tutor-Advisors

- Individualized tutoring to assist students to successfully complete course requirements, and thereby facilitate the graduation process.

CULTURAL COMPONENT

Educational visits and cultural activities

Enhance student's learning experience through exposure to cultural and educational experiences

RESEARCH AND EVALUATION COMPONENT

Data Collection analysis

Evaluation of program and projects

Data collection, statistical analysis, in-group evaluation of programs and projects to provide feedback for effective strategies to achieve program goals

VIETNAMESE COMPONENT

Tutoring by Vietnamese tutors to facilitate the learning process for Vietnamese students

FUND RAISING COMPONENT

Supplement to budget cuts.

Model of Program: Deemathie de Silva

GOALS AND OBJECTIVES OF THE PROGRAM

Program Title

OPERATION SUCCESS is a Special Services Program for students from disadvantaged backgrounds (TRIO). The programs were instituted after the Higher Education Act of 1965, Title IV (Student Assistance Programs) Part A, Subpart 4 P.L. 92-318 as amended by 96-374.[1]

Purposes of the Program

The purpose of the program at OPERATION SUCCESS is to identify qualified individuals who are the first in their families to attend college and/or from low-income families. The program objective is to prepare these students for postsecondary education and provide special supportive services until they graduate from college.

Therefore, the principal objectives of OPERATION SUCCESS will continue to be:

1. To provide the necessary support services to assist students in the program for successful graduation from Wichita State University.
2. To provide exposure to cultural events and academic programs not usually available to disadvantaged students.

---

[1] Information provided by the National Council of Educational Opportunity Association (NCEOA) at the NCEOA Policy Seminar, Washington, D.C., March 18-20, 1984.

3. To provide activities designed to acquaint students participating in the program with a range of career options available to them and to attain an appreciation of the students' distinctiveness and sense of participation in a society larger than himself or herself.

These objectives of OPERATION SUCCESS will be reached by a number of activities enhancing each student's experiential background. The activities will be provided by the Tutorial and the Cultural Components, monitored by the Research Component, and facilitated by the Fund Raising Component.

The overall intent of OPERATION SUCCESS is to provide the following supportive services:[2]

1. tutorial assistance;
2. peer counseling;
3. workshops in Science, English, and Mathematics courses;
4. career planning and assessment;
5. workshops covering such topics as test-taking techniques and study skills;
6. cultural activities (including transportation to and from such events);
7. seminars on graduate and professional schools;
8. referrals to health, employment, housing and legal agencies, in an effort to assist students in resolving problems that may be beyond the scope of project services, but may interfere with the student's academic progress.

Through these "support services" the goals and objectives of the program will be achieved.

---

[2] Deltha Q. Colvin, Progress Report, 1980-1981, pg. 5.

PHILOSOPHY OF THE PROGRAM

The Special Services Program "OPERATION SUCCESS" is designed to assist disadvantaged students so that they may experience success as college students. In order to achieve this objective, the program offers a wide range of opportunities for educational awareness through four main components of OPERATION SUCCESS. The four main components are: the Tutorial Component, the Cultural Component, the Research and Evaluation Component, and the Fund Raising Component, which were all designed to be mutually supportive. The fifth component, the Vietnamese Component, is co-sponsored by OPERATION SUCCESS and the Student Government Association. This component is for Vietnamese students who need and want to work one-on-one with a Vietnamese tutor.

The Tutorial Component offers the unique opportunity at Wichita State University for individualized tutoring throughout each semester. A student who requests a tutor is matched with a tutor who is qualified in that particular subject area. Each tutored student is monitored for progress by his or her tutor and evaluated by the counselors. The tutoring covers a wide range of classes, from basic English and Math to Philosophy, and including Foreign Languages, Business Administration, Pre-med and advanced Engineering. Thus, students who are underprepared for some college level courses obtain assistance which allows them to successfully complete these courses.

The Tutorial Component also features counseling for students through their tutors. As a Tutor-Advisor, part of a tutor's time is devoted to peer counseling. Peer counseling entails being a good listener, an empathizer, and a helper in solving both personal and academic problems. This is expected from the Tutor-advisors in their role as peer-counselors and it is emphasized during their recruitment.

An integral part of exposure to learning is provided by the Cultural Component. The Cultural Component organizes educational visits to institutions of higher learning, and to seminars by visiting faculty or counselors. The major portion of this component, however, is made up of events designed to promote cross-cultural understanding. These include international food-sampler parties and foreign films shown in cooperation with local theaters. Another major event sponsored by OPERATION SUCCESS, which in 1983 was also co-sponsored by the Kansas Arts Commission, was the annual "Spring Fling." This event featured music, dancing, costumes and foods representative of many different cultures. All of these activities are designed to encourage interaction between diverse ethnic groups and provide opportunities for students to appreciate a variety of cultures. As a result, the individual student is able to grow both intellectually and emotionally.

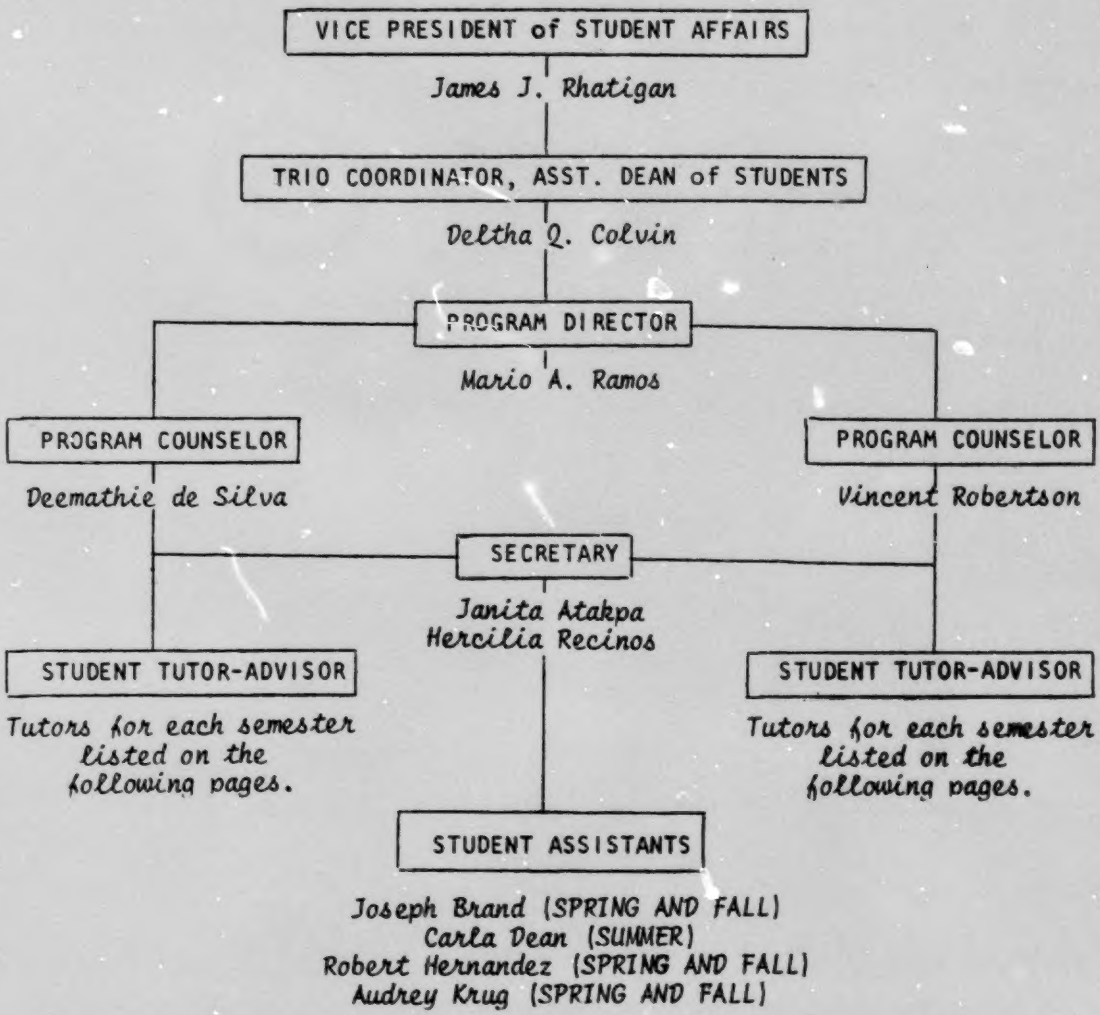
The Research and Evaluation Component provides the statistical framework for OPERATION SUCCESS. The basic purpose of this component is to analyze, on a systematic basis, the on-going activities and services of the program. The analysis is used to promote increased efficiency to improve tutoring methods, and to suggest possible improvements, additions, or subtractions from the program. This component of the program helps us to get the most out of our limited resources so that we can serve our students to the best of our ability.

The Research and Evaluation Component involves consistent monitoring of student academic progress, tutor evaluation, evaluation of tutor-advisor training programs, administering questionnaires, and the collection and analysis of statistical data.

The Fund Raising Component was established in the Fall of 1980 to meet expenses usually not covered by the program budget. Funds have been raised by screening Spanish films and Black films; holding the annual cultural Spring Fling, garage sales, basketball tournaments and baked food sales; and selling raffle tickets. The funds collected have been used for cultural trips, supplies and funding for student participation in workshops or conferences, tutor awards, special treats for tutors, and food samplers to celebrate a cultural day during each month. Fund Raising involves students and other community members, thus making it an important mechanism for communication within the program.

PRESENT ORGANIZATIONAL CHART

OPERATION SUCCESS functions with the knowledge that in order to serve the changing needs of the special student, it needs a well-qualified and motivated staff. This involves careful advance planning by the Director, both Program Counselors and the Program Secretary. A simple human power system has been developed within the framework of the organizational chart provided by the program.


VICE PRESIDENT of STUDENT AFFAIRS
James J. Rhatigan
TRIO COORDINATOR, ASST. DEAN of STUDENTS
Deltha Q. Colvin
PROGRAM DIRECTOR
Mario A. Ramos
PROGRAM COUNSELOR
Deemathie de Silva
PROGRAM COUNSELOR
Vincent Robertson
SECRETARY
Janita Atakpa
Hercilia Recinos
STUDENT TUTOR-ADVISOR
Tutors for each semester listed on the following pages.
STUDENT TUTOR-ADVISOR
Tutors for each semester listed on the following pages.
STUDENT ASSISTANTS
Joseph Brand (SPRING AND FALL)
Carla Dean (SUMMER)
Robert Hernandez (SPRING AND FALL)
Audrey Krug (SPRING AND FALL)

THE TUTORS OF SPRING 1983

Operation Success hired thirteen tutors to help meet the needs of the students. Ten were returning tutors from the preceding Fall semester. They were recruited from various areas of specialty to meet the demands of the students enrolled in Operation Success. The following were hired for the Spring 1983 semester:

TUTOR NAME	AREA OF TEACHING	SEMESTER of TUTORING
1) Bonnie Armstrong	Accounting, Statistics	Second
2) Randy Castleberry	Chemistry, Math, Physics	Second
3) Tim Chavez	Biology, English, Geology	First
4) Abdallah Cherri	Math, Engineering, Chemistry, Physics	First
5) Clara Freund	Math, English	Fourth
6) Chris Graham	Chemistry, Math, Speech	Third
7) Jon Kalb	Accounting, Math, Physics, Chemistry, Economics	Second
8) Kay Leiker	English, Sociology, Speech, Psychology, Spanish	First
9) Ray Leonard	Math, History, Physics, Chemistry, German, Speech	Fourth
10) Michelle Mertens	Economics, Spanish, French, Italian	Eighth
11) Faeq Shaikh	Math, Aeronautical Engineering	Fifth
12) Debbie Shanks	Psychology, Sociology, Chemistry, Biology	Fifth
13) Jeff Weaver	Math, Physics	Fourth

THE TUTORS OF SUMMER 1983

Operation Success hired five tutors to help meet the needs of the students. Four were returning tutors from the preceding Spring semester. They were recruited from various areas of specialty to meet the demands of the students enrolled in Operation Success. The following were hired for the Summer 1983 semester:

TUTOR NAME	AREA OF TEACHING	SEMESTER of TUTORING
1) Abdul Cherri	Math, Engineering, Chemistry, Physics	Second
2) Clara Freund	Math, English	Fifth
3) Ray Leonard	Math, History, Physics, Chemistry, German, Speech	Fifth
4) Michelle Mertens	Economics, Spanish, French, Italian	Ninth
5) Faeq Shaikh	Math, Aeronautical Engineering	Sixth

THE TUTORS OF FALL 1983

Operation Success hired twelve tutors to help meet the needs of the students. Five tutors were newly hired, and the remaining seven were returning tutors from the preceding Spring and Summer semesters. They were recruited from various areas of speciality to meet the demands of the students enrolled in Operation Success. The following were hired for the Fall 1983 semester:

TUTOR NAME	AREA OF TEACHING	SEMESTER of TUTORING
1) Randy Castleberry	Chemistry, Math, Physics	Third
2) Tim Chavez	Biology, English, Geology	Second
3) Abdallah Cherri	Math, Engineering, Chemistry, Physics	Third
4) Othello Curry	Spanish, Economics	Second (re-hire)
5) Khoder Farhat	Chemistry, Physics, Math	First
6) Elizabeth Freund	Accounting, Computer Science	First
7) Ray Leonard	Math, History, Physics, Chemistry, German, Speech	Sixth
8) Kelly Massey	English, Speech	First
9) Rebecca Pegg	Spanish, Economics, Statistics	Fifth (re-hire)
10) Faeq Shaikh	Math, Aeronautical Engineering	Seventh
11) Dinesh Sharma	Computer Science, Chemistry, Math, Physics	First
12) Michael Shih	Math	First
13) Clara Freund	Research Assistant	Sixth

CURRENT PROGRAM WORK IDEALS

The Program concentrates on seven (7) key elements:

1. The projection of the future needs of the college student.
2. Careful selection, recruitment, and training of Tutor-Advisors.
3. Sensitivity to the needs of each student who comes to the program seeking assistance.
4. Creating a sense of "belonging and caring" within the organizational working so that both the staff and students participate in their endeavor to facilitate the successful graduation of the students enrolled in the Special Services Program at Wichita State University.
5. Communication within the organization to be simple and straight forward and effective.
6. Involve staff and students in fund raising activities, to provide financial support for special projects undertaken by the program.
7. Continuous evaluations of projects and programs to formulate effective strategies to best serve the students enrolled in OPERATION SUCCESS.

The future needs of the college student are continually assessed by the constant interaction with the students themselves. The Director, Program Counselors, and the Program Secretary interact with students, participating in all the cultural activities sponsoring educational visits, organizing food samplers, basketball tournaments, joint meetings with other minority student associations, and cultural activities that involve the whole campus.

Sensitivity to each student's needs have been stressed by the Director and have the cooperation of the staff. The new policy of one-to-one interaction of a Program Counselor with each enrolling student was introduced in 1981. In this manner, the student who is being enrolled has informal verbal interaction with a counselor and is made to feel welcome into the program. The staff has an unwritten policy of greeting and inquiring after the well-being of the Tutors as well as the students. This atmosphere of caring allows students to be comfortable around the office.

The staff of OPERATION SUCCESS believes that communication is an information transformation process, and that it should be done effectively to prevent misunderstandings. The staff as well as each Tutor-Advisor has a mailbox, and a bulletin board which is used as the main information center. Small note pads with the names of the staff, with "From the Desk of..." are printed for ease of communication. Frequently, notes are decorated with stickers such as "Outstanding Work", "Great", "Very Successful". The feedback effect reaches far, with the belief that an important method of improving communication is feedback. This term, adopted from electrical engineering, refers to the ability of certain complex machines, to check their own performance and to correct itself if necessary. Either in casual conversation or through notes, each counselor will communicate with the tutors, or with each other. The staff constantly communicates face-to-face, which has been found superior, under most circumstances. The staff also will speak over the telephone intercom, when they feel their walking to the next room may be disruptive. The program staff perceives communications as a matter of both transmitting and receiving. In this manner the staff of the program while providing the necessary supportive services to meet the changing needs of the under-prepared college student, will also strive to provide students with an academic atmosphere which is conducive to the development of independence rather dependence.

PROFESSIONAL DEVELOPMENT AND TRAINING OF THE STAFF - 1983

During the year 1983, the staff of OPERATION SUCCESS were involved in the coordination of several workshops and seminars, and also presenting papers at various conferences. The staff also held offices in TRIO organizations. While the conferences provided an excellent opportunity to meet colleagues from other universities and TRIO programs, they made professional contacts, shared ideas and opinions. They gained further insights into Services Programs in other parts of the nation. The sessions at the conferences enabled them to gain exposure to new ideas, research activities, and additional knowledge.

The Director, Mario Ramos, has been involved in numerous community, state, and national activities during the 1983 year. These activities ranged from coordinating workshops to active participation in ethnic films coordination, basketball tournaments, cultural meetings, and board meetings with Amigos de Ser, a local business advisory board.

He continues to believe in the philosophy that one's involvement in a variety of activities promotes not only good public relations but also an awareness of activities by other groups and organizations.

He was involved in the following activities during 1983:

Jan. 23-24	-	Coordinated Mid-America Educational Opportunity Program Personnel (MAEOPP) Board Meeting, Wichita, Kansas.
March 15-17	-	Attended National Council of Educational Opportunity Association (NCEOA) Policy Seminar in Washington, D.C. to inform Congressmen and Senators of TRIO programs.

April 7-8 - Planned and coordinated a spring conference entitled "Retention Support Strategies for Success" in Kansas City, Missouri for the Missouri-Kansas-Nebraska (MO-KAN-NE) tri-state membership.

April 28 - "Academic Challenge for Special Services Programs", presented at the MO-KAN-NE Chapter of MAEOPP, Spring Conference, "Retention: Support Strategies for Success", Kansas City, Missouri.

May 1 - Cultural Spring Fling, promoted an all day Arts and Cultural Exchange at Wichita State University, mini-grant from Kansas Arts Commission.

May 1-5 - Association on Handicapped Students Service Program in Post-Secondary Education Workshop "Promoting Equal Access for Handicapped Students in Higher Education", Denver, Colorado.

May 7 - Provided a workshop on "Fund Raising with Cultural Films for TRIO Programs. "Coordinated with Films Incorporated, Chicago, on implementing unique fund raising activities at colleges.

May 12-14 - Attended Annual MAEOPP Spring Conference. "Retention Through Instruction: The Academic Challenge III", Chicago, Illinois.

July 14 - Guest speaker at Emporia State University, Upward Bound Student Program, Emporia, Kansas.

July 18 - MO-KAN-NE Proposal Writing Workshop.

August 2-6 - "Leadership Workshop", sponsored by MAEOPP, Pheasant Run, Illinois.

August 31 - Hispanic Films Festival, promoted all day statewide Spanish Language Festival for 1,000 persons, mini-grant from Kansas Arts Commission.

September 23 - Panelist, "Minority Workshop", Office of Admissions, Wichita State University, Wichita, Kansas.

September 25 - Black Films Festival, screened two unique black films, Wichita State University, mini-grant from Kansas Arts Commission.

October 2-5 - "TRIO Equity and Excellence in Education", Annual Conference of National Council of Educational Opportunity Association (NCEOA), Washington, D.C.

Mario Ramos / Director

October 5-6 - "Proposal Writing" workshop conducted by Office of Education, Washington, D.C.

October 17 - Coordinated all day computer workshop, "Innovative Approaches for Improving Study Skills and Academic Aptitudes". Computer workshop sponsored jointly by MO-KAN-NE chapter of the Educational Opportunity Program Personnel and Office of American College Testing.

November 4-5 - Attended "Congressional Policy Making: The Structure, the Process and the Actors", sponsored by MAEOPP and NCEOA, the Abbey, Lake Geneva, Wisconsin.

November 8 - Attended Annual MAEOPP Conference, "Educational Opportunity Programs and the Challenge of the Future: Beyond Retention and Graduation", The Abbey, Lake Geneva, Wisconsin.

The following are the professional development activities and contributions during the academic year 1983 made by Program Counselor, Deema de Silva:

Teaching and Professional Activities

Deema de Silva / Program Counselor

September 1983 - She was invited by Donnelly College, Kansas City, Kansas, as a consultant to evaluate the total Special Services Program, and submitted a comprehensive report.

1983 Spring Semester - Team taught the course, "International Cultural Understanding", Anthropology 199.

Research Papers Presented

December 12, 1983 - "Performance Evaluation of a Special Services Program: OPERATION SUCCESS at Wichita State University, a Case Stydy", presented at the Special Services Program, University of Hawaii at Manoa, Honolulu, Hawaii.

November 8, 1983 - "The New Educational Agenda for the Eighties and its Implications for Special Services Programs", presented at the Ninth Annual Conference of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP), The Abbey, Lake Geneva, Fontana, Wisconsin.

Participation in Academic and Civic Affairs:

November 4-5, 1983 - "Congressional Policy Making: The Structure, The Process and the Actors", sponsored by The Mid-America Association of Educational Opportunity Program Personnel and the National Council of Educational Opportunity Associations, The Abbey, Lake Geneva, Wisconsin.

October 17, 1983 - "Innovative Approaches for Improving Study Skills and Academic Aptitudes", all day computer workshop sponsored by Missouri-Kansas-Nebraska Chapter of Educational Opportunity Personnel and Office of American College Testing (ACT), Donnelly College, Kansas City, Kansas.

October 3-4, 1983 - Second Annual Conference of the Kansas Student - Personnel (KASPA) "Pathways to Success", Sheraton III, Wichita, Kansas.

September 22, 1983 - "Minority Student Workshop" day program, Office of Admissions, Wichita State University, Wichita, Kansas.

July 14, 1983 - Kansas Women in Energy, all day State Meeting, Marcus Center, Wichita State University, Wichita, Kansas

March 6, 1983 - Attended the Fifth Annual Conference of the Western Association of Educational Opportunity Personnel, WESTOP, "Educational Fitness in the 80's, Strengthening our Alliances", Sahara, Tahoe, March 5-9, 1983.

Publications

December 1983 - "Spirit Possession: A Case Study From Sri Lanka", Lambda Alpha, *Journal of Man*, Volume 15, No. 1 and 2, Fall 1983, pp. 13-24.

May 1983 - "Retention: The Challenge for the Future of Special Services Programs", *MAEOPP, Journal of Equal Educational Opportunity*."

May 13, 1983 - "Retention: The Challenge of the Future", presented at the Mid-America Association of Educational Opportunity Program Personnel, (MAEOPP), Professional Development Conference, "Retention through Instruction: The Academic Challenge III", Chicago, Illinois.

April 24, 1983 - "Spirit Possession: A Case Study", presented at the Fifth Annual Meeting of the American Culture Association and Thirteenth Annual Meeting of the Popular Culture Association, American Culture Association, Wichita, Kansas.

April 28, 1983 - "Academic Challenge for Special Services Programs", presented at the Missouri-Kansas-Nebraska (MO-KAN-NE) Chapter of MAEOPP, Spring Conference, "Retention: Support Strategies for Success", Kansas City, Missouri.

Coordination and Presentations for Academic and Civic Affairs

May 21, 1983 - Planned, coordinated and moderated the Regional Meeting of the Independent Scholars of Asia, with the Asian Studies Program of Wichita State University, and University of California, Berkeley, held at Wichita State University.

April 14, 1983 - "The Ritual in the Life Cycle of the Sinhalese", Guest Speaker, the Sociology of the Life-Cycle: Sociology 500. Wichita State University.

February 23, 1983 - Moderator, "The International Student: Program and Relations." An In-Service Training Program of Wichita State University Staff, Project Officers and Budget Review Officers.

February 17, 1983 - "Ethical Wills Love Letter Now", Guest Speaker Series, sponsored by Campus Ministries in Higher Education.

February 16, 1983 - Planned and coordinated Staff Workshop, TRIO (Talent Search, Upward Bound, Special Services Program), on "Data Collection and Program Evaluation", Wichita State University, Wichita, Kansas.

January 25, 1983 - "The International Student", first Spring Meeting of the membership of Serving Higher Education, (SHE) of Wichita State University.

Program Counselor, Vincent S. Robertson participated in the following professional development activities. He is Advisor to MECHA, the Mexican American Student Organization, and Advisor to the Black Student Union.

Participation in Professional Activities - Vince Robertson / Program Counselor

August 30-31, September 1 - TRIO Workshop, Wichita State University

April 7-8 - MO-KAN-NE Spring Conference, Kansas City, MO

February 16, 1983 - TRIO Workshop, Wichita State University

Offices Held in Professional Associations:

Mario Ramos, Director

1983-Present - Treasurer. Amigos de Ser, Jobs for Progress Association of Hispanic Business Leader.

1983-Present - President. (MO-KAN-NE) Mid-American Association of Educational Opportunity Program Personnel, involves professional membership from all three states, Missouri-Kansas-Nebraska.

1983-Present - President. Hutchinson Community College Mexican Advisory Board.

Deema de Silva, Program Counselor

1982-1983 - Chairperson, Gift Book Committee, (Wichita State University (DAMES), Board of Directors, Women Faculty and Faculty Wives Association).

1982-1983 - Kansas Representative of the MO-KAN-NE Association, and on the MO-KAN-NE Board of Directors.

1982-1983 - Committee Member, Research and Evaluation, MAEOPP.

1982-1983 - Chairperson, Research and Development, MO-KAN-NE Association.

EFFECTIVE COMMUNICATION THROUGH THE OPERATION SUCCESS NEWSLETTER

One of the most effective communication tools utilized by OPERATION SUCCESS is a monthly newsletter. The newsletter, which is edited by the program secretary, is published by the program. It is mailed to every student who is enrolled in the program as well as to staff members and various academic and community supporters.

Some of the regular features of the newsletter include:

1. a calendar of upcoming events
2. information on upcoming cultural and educational activities
3. information on program services
4. information on available scholarships
5. names of scholarship recipients
6. profiles of staff members
7. tips on improving study and test-taking skills

* A copy of the September 1983 OPERATION SUCCESS Newsletter is enclosed.

Operation Success

SEPTEMBER 1983

THE FUN TIME STARTS AGAIN! BACK TO SCHOOL WE GO!

OPERATION SUCCESS
Box 81
Wichita State Univeristy
Wichita, KS 67208

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MAIL TO:

FALL 1983

WELCOME BACK - New and former students!

Looks like 1983-84 promises to be a good year. We hope you are in the right frame of mind to make this a very successful semester. At least at this point you have one thing going for you - a new year, a fresh start. Use your time wisely and plan ahead.

As usual the beginning of the new year marks some changes in our tutorial staff. Also, for the first time in over 2½ years, we have had a change in full-time staff. We welcome HERCILIA RECINOS who replaces JAN ATAKPA as Program Secretary. As such she will be the new editor of the Monthly Newsletter. Hercilia, or "Chila" as we have come to know her, comes all the way from BELIZE, a beautiful country wedged between Mexico and Guatemala. She is on display at OPERATION SUCCESS, Room 309 Grace Wilkie Hall. Come by and meet her.

The staff of OPERATION SUCCESS hopes you enjoy an academic positive semester. If our office can be of assistance, please contact us at 689-3715.

FALL 1983 TUTORS

RETURNING

Randy Castleberry
Tim Chavez
Abdallah Cherri
Ray Leonard
Faeq Shaikh
Othello Curry ('81)
Rebecca Pegg ('82)

NEW

Khoder Farhat
Elizabeth Freund
Steve Gibbons
Kelly Massey
Dinesh Sharma

As yet there are still some tutoring times available. If you need our services you will need to enroll soon in order to take advantage of what we have. REMEMBER also that you must re-enroll at the beginning of each semester.

SCHOLARSHIP NEWS

As you may know, Boeing Military Airplane Company provides scholarship money each year for OPERATION SUCCESS students. This year a summer program was added as well. Students receiving the awards were chosen on the basis of academic achievement, financial need, and community-campus involvement. Summer awards were $100.00 each. Recipients include Patrick Hill, Ilana Johnson, Nick Oropeza, Rebecca Pegg, and Michael Sweany.

Fall awards were $250.00 each. Recipients include John Egbo, Sheridan Garrett, Rebecca Pegg, Sheri Lynne Redo, Southat Sathngam, and Muoi Truong.

If you are interested in applying for the next school year be sure to look us up come April.

Minority Student Scholarship for Engineering are available. Please call Debra Fountain at 689-3085.

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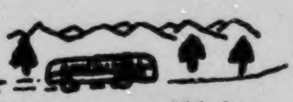
CULTURAL NEWS



Our first cultural excursion this year will be to the Fifteenth Annual Arts & Crafts Fair in Hillsboro, Kansas. This event is on Saturday, September 17th and features Dutch foods, bake sales, entertainment, over 300 artists/crafters, sidewalk sales, Kaffee haus, Mennonite culture, free admission, and a picnic lunch setting. Over 15,000 people attended last year's fair.

This will surely be a rich, memorable experience. If you are interested we have limited free transportation available. Call the office at 689-3715 to reserve a seat. We hope to take 8 students but if the response is great sign up anyway because we can then organize car pools.

If you have anything you might want to exhibit please call Vince Robertson at OPERATION SUCCESS for details before September 12th.

X The Native American Heritage Association (NAHA), (formerly NAISA), will be having open membership. All interested persons welcome. First meeting will be Thursday, September 8 at 1:30 p.m. in the Union Pub.

RECREATIONAL NEWS

DID YOU KNOW THAT:

KMUW Radio has spanish music on Saturdays at 5:30 p.m. to 9:00 p.m.? KMUW Radio - 89.1 FM.

Also Soul line - 9:00 p.m.-12 midnight Saturday
5:00 p.m.- 7:00 p.m. Sunday

Gospel Express - 7:00 a.m.-11:00 a.m. Sunday

Reggae Music - 9:00 p.m.-11:00 p.m. Sunday

UPCOMING MOVIES

September 30 & October 1 - 208 Hubbard Hall- 7:30 p.m. both days. "The Man" with James Earl Jones, Martin Balsam and Burgess Meredith. Irving Wallace's explosive drama of the first black U.S. President. The second movie will be "Gospel" with James Cleveland, Walter Hawkins and The Hawkins Family, the Mighty Clouds of Joy, Shirley Caesar and the Clark Sisters. Both movies will be only $2.00. This movie presentation cosponsored by Kansas Arts Commission. For more information call 689-3715: OPERATION SUCCESS.

Hands are back! We are currently selling the "We are No. 1" hands in our office and at the CAC. If you want to help OPERATION SUCCESS raise monies to support various activities that cost money to operate, buy one today! It's only $2.00 and we keep $1.00. Special thanks to Ms. Pam Irish - House of Schwan Inc. for providing this fundraising idea.

IMPORTANT DATES

September 2 - Last day for late registration or to add classes. Withdraw and receive 80% refund.

September 3 - Football game, WSU vs. Missouri Southern - 7:30 pm, Cessna Stadium.

September 5 - Labor Day Holiday. Office Closed.

September 8 - Native American Heritage Assoc. (NAHA) open membership.

September 9 - All school dance - 8:00 p.m., CAC Ballroom.

September 16 - Mexican Independence Day. Food Sampler Party, 12:00 noon-1:30 p.m. - OPERATION SUCCESS.

September 20 - Art exhibit and sale - 10:00 a.m.-7:00 p.m., CAC Shocker Lounge.

September 22 - Minority Admission Advisory Committee day, 2:00-5:00 p.m., CAC Ballroom. Free cookies and punch available.

September 23 - Last day to withdraw and receive 40% refund.

PART II

STATISTICAL INFORMATION

Enrollment
Tutorial Component
Figures

ENROLLMENT

Enrollment Procedure

At the beginning of each semester the dates for enrollment at OPERATION SUCCESS are announced in the Student Newspaper, the Sunflower. Students who are familiar with the program or have been enrolled before generally come in early in the semester. Some students join the program to avail themselves of the tutorial services; others do so to gain cultural exposure, join peers for educational visits, or to be eligible for scholarships that are awarded through the program.

When a student comes into the office to enroll, he or she fills out:

1. an enrollment card;
2. a class schedule from Wichita State University; and
3. a needs assessment sheet.

After determining an applicant's eligibility, the necessary forms are filled out and the program secretary begins or updates that student's file. At the end of the week, the secretary provides the Director and Counselors with a statistical breakdown of the enrolled students.

Guidelines For Current Special Services Programs

The Higher Education Act of 1965, as amended, has further extended federal financial assistance to projects designed to assist qualified post-secondary students, who need academic support in order to successfully pursue a post-secondary educational program. These individuals are eligible project participants according to the following selection requirements.[4]

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[4] Federal Register, Rules and Regulations, Vol. 47, No: #42, Wednesday, March 3, 1982.

646.4* Eligible Project Participants: Selection requirements.

(a) At least two-thirds of the eligible individuals an applicant proposes to serve under a Special Services project must be---

1. Physically handicapped; or
2. Low-income individuals who are first-generation college students.

(b) The remaining individuals the applicant proposes to serve under the Special Services project must---

1. Physically handicapped;
2. Low-income individuals; or
3. First-generation college students.

(c) A "low-income individual" means an individual whose family's taxable income did not exceed 150 percent of the poverty level in the calendar year preceding the year in which the individual participates in the project. Poverty level income is determined by using criteria of poverty established by the Bureau of the Census, U.S. Department of Commerce.

(d) 1. A "first-generation college student" means a person neither of whose parents received a bachelor's degree.
2. With respect to individuals 18 years of age and under, only the natural or adoptive parents who are currently residing with the individual are considered the individual's parents in determining whether the individual meets the criterion of being a first-generation college student.
3. With respect to individuals over 18, only the natural or adoptive parents who were residing with the individual before the individual's eighteenth birthday are considered the individual's parents in determining whether the individual meets the criterion of being a first-generation college student.

(e) "Physically handicapped," with reference to an individual, means a person who, because of a physical disability, needs specifically designed instructional materials or programs, modified physical facilities, or related services in order to participate fully in the experience and opportunities offered by post-secondary educational institutions.

*(U.S.C. 1070d-ab; House Report 96-520, 96 Cong. 1st Sess. p. 26(1979) and Senate Report 960733, 96 Cong. 2nd Sess. p. 26 (1980).)

SUMMARY OF ENROLLMENT - SPRING 1983

Student enrollment at OPERATION SUCCESS for the Spring semester of 1983 was 101 students. The number of first generation students significantly increased to 66.34 percent in the spring of 1983 as compared to 55.56 percent during the fall of 1982. It is encouraging to know that OPERATION SUCCESS is attracting these students, because the new federal guidelines require the program to assist low income, first generation college students.

During the Spring semester 62 students (61.39%) qualified under the category of both low income and first generation. Twenty-nine students (28.71%) qualified under first generation exclusively, and seven students (6.93%) under low income exclusively. Two students (1.98%) were enrolled under both first generation and physically handicapped, and 1 student (.99%) was qualified under both low income and physically handicapped.

Of the total number of students enrolled in the program in the Spring semester of 1983, 31 students (30.69%) were first time enrollees. Seventy students (69.31%) had been past members of OPERATION SUCCESS.

During the first week of the Spring semester, 48 students (47.53%) requested OPERATION SUCCESS services. Nineteen students (18.81%) students were enrolled in the second week, bringing the first two weeks' total to 67 students (66.34%). By the end of the eighth week, enrollment had been completed with 101 students.

Forty-three students (42.58%) in the Spring semester were freshmen. There were 21 sophomores (20.79%), 19 juniors (18.81%), and 13 seniors (12.87%). One graduate student (.99%) was enrolled, and 4 students (3.96%)

were qualified under Continuing Education.

The majority of students enrolled in OPERATION SUCCESS in the Spring semester were Blacks, Whites, and Hispanics. Sixty-two students (61.39%) were Blacks, 23 students (22.77%) were Whites, and 10 students (9.90%) were Hispanics. There were 4 students (3.96%) classified as Native Americans and Alaskans, and 2 students (1.98%) were Asians.

According to the Individual Needs Assessment survey conducted in the Spring semester, the highest demand was for tutorial services. Seventy-seven students requested tutorial services. The next highest demand was for typewriter usage, followed by information/referral services, cultural activities, and fundraising events. Workshops on study skills, test-taking, preparing for tests, and memorization techniques were also in high demand.

Graphs and tables depicting these statistics are included on the following pages.

Figure 1
Student Eligibility Breakdown
Spring 1983

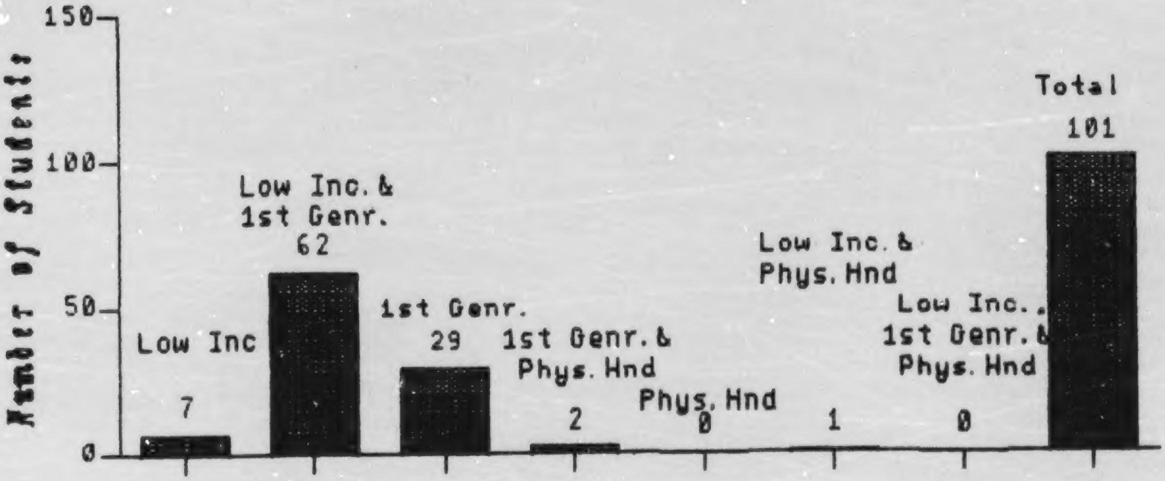


TABLE I

STUDENT ELIGIBILITY BREAKDOWN - SPRING 1983

	No. of Students	Percentage
Low Income Only	7	6.93
Low Income & First Generation	62	61.39
First Generation Only	29	28.71
First Generation and Physically Handicapped	2	1.98
Physically Handicapped Only	0	0.00
Low Income and Physically Handicapped	1	.99
Low Income, First Generation and Physically Handicapped	0	0.00
TOTAL	101	100.00

Figure 2
Students Enrolling at Operation Success
For The First Time
Spring 1983

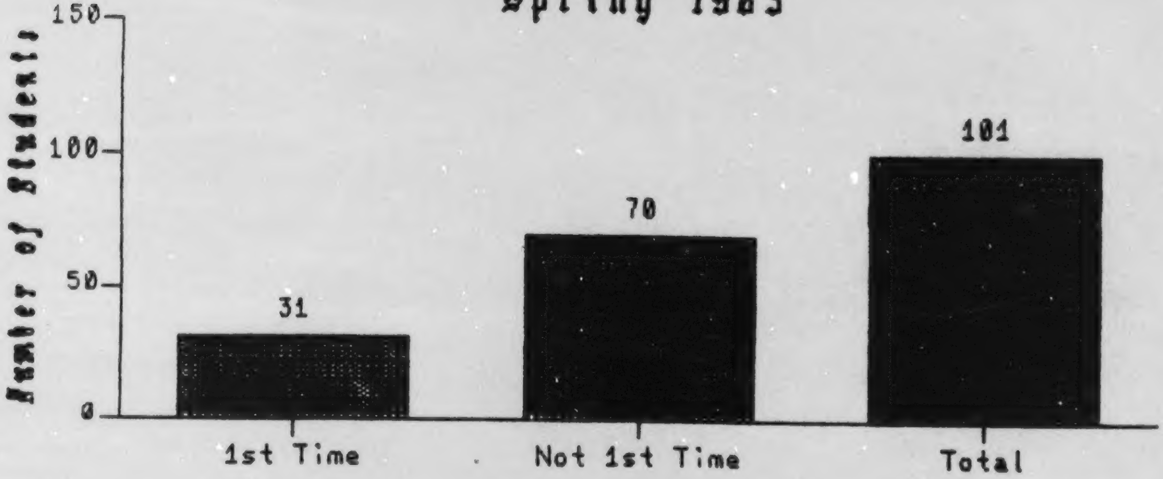


TABLE II

SPRING 1983

STUDENTS ENROLLING AT OPERATION SUCCESS FOR THE FIRST TIME

	Number of Students	Percentage
First Time	31	30.69
Not First Time	70	69.31
Total	101	100.00

figure 3
spring 1983
weekly student enrollment

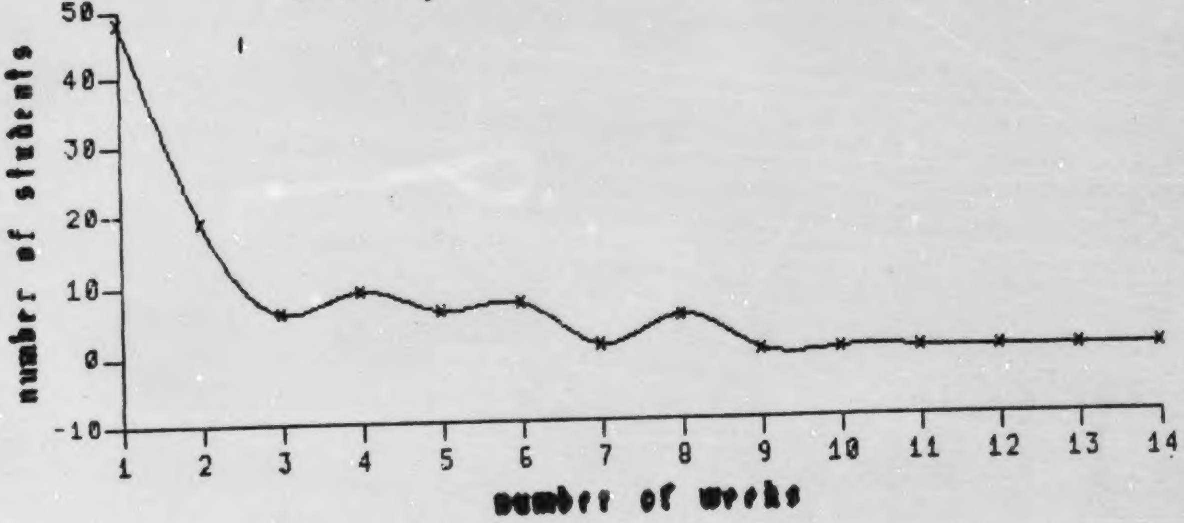


TABLE III

WEEKLY STUDENT ENROLLMENT - SPRING 1983

No. of Weeks	No. of Students	Cumulative Number	Percentage of Total	Cumulative Percentage
1	48	48	47.53	47.53
2	19	67	18.81	66.34
3	6	73	5.94	72.28
4	9	82	8.91	81.19
5	6	88	5.94	87.13
6	7	95	6.93	94.06
7	1	96	.99	95.05
8	5	101	4.95	100.00
9	0	101	0.00	100.00
10	0	101	0.00	100.00
11	0	101	0.00	100.00
12	0	101	0.00	100.00
13	0	101	0.00	100.00
14	0	101	0.00	100.00

Figure 4
Academic Year Classification
Of Students- Spring 1983

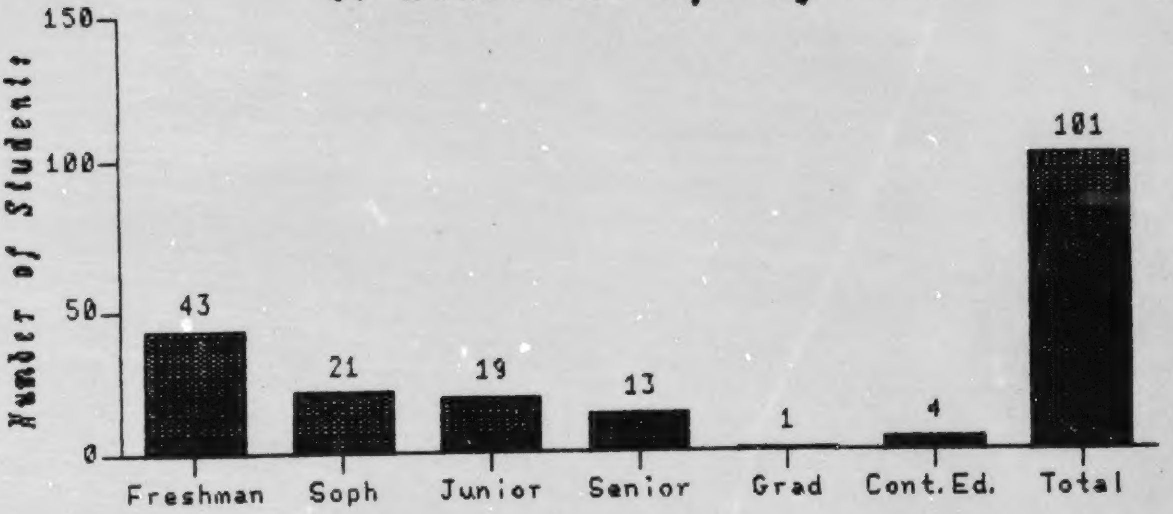


TABLE IV

SPRING 1983

ACADEMIC YEAR CLASSIFICATION OF TOTAL ENROLLEES

	Male	Male%	Female	Female%	Total	Total%
Freshman	14	13.86	29	28.72	43	42.58
Sophomore	10	9.90	11	10.89	21	20.79
Junior	10	9.90	9	8.91	19	18.81
Senior	8	7.92	5	4.95	13	12.87
Graduate	1	.99	0	0.00	1	.99
Continuing Education	1	.99	3	2.97	4	3.96
TOTAL	44	43.56	57	56.44	101	100.00

Figure 5
Ethnic Composition Of Total Enrolees-Spring 1983

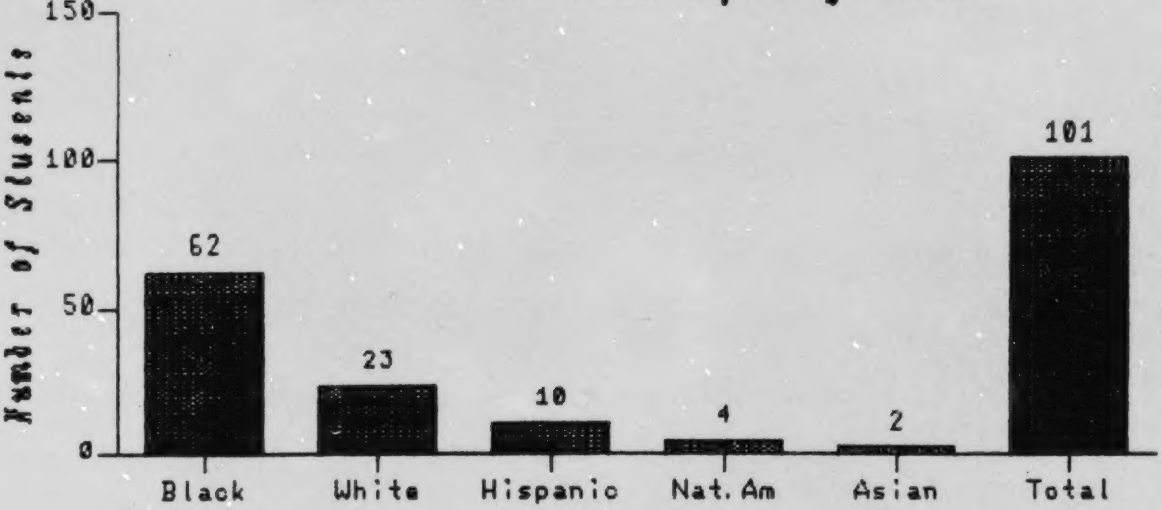


TABLE V

ETHNIC COMPOSITION OF TOTAL ENROLLEES - SPRING 1983

	Male	Male%	Female	Female%	Total	Total%
Black	27	26.73	35	34.66	62	61.39
White	10	9.90	13	12.87	23	22.77
Hispanic	5	4.95	5	4.95	10	9.90
Native American and Alaskan	1	.99	3	2.97	4	3.96
Asian	1	.99	1	.99	2	1.98
TOTAL	44	43.56	57	56.44	101	100.00

*INDIVIDUAL NEEDS ASSESSMENT - SPRING 1983

Services Offered	Number of Students
TUTORING	77
CULTURAL/EDUCATIONAL ACTIVITIES	38
TYPEWRITER USAGE	41
BOOK LOAN PROGRAM	32
FUNDRAISING EVENTS	38
INFORMATION/REFERRAL TO OTHER UNIVERSITY OFFICES AND PROGRAMS	39
ACADEMIC WORKSHOPS:	
STUDY SKILLS	37
TEST TAKING	35
NOTE TAKING	28
WRITING ASSISTANCE	22
STUDYING YOUR TEXT	28
PREPARING FOR/TAKING EXAMS	38
MEMORIZATION TECHNIQUES	39
TOTAL NUMBER OF STUDENTS ENROLLED AT OPERATION SUCCESS	101

*Number of students interested in obtaining assistance in the services offered by Operation Success

SUMMARY OF ENROLLMENT - SUMMER 1983

Student enrollment at OPERATION SUCCESS for the Summer semester of 1983 totalled 43 students. This brought the total enrollment for 1983 for the Spring and Summer semesters to 144 students.

During the Summer of 1983, 27 students (62.79%) qualified under the category of low income and first generation. Ten students (23.27%) qualified under first generation exclusively. Three students (6.97%) qualified under low income exclusively and under low income, first generation, and physically handicapped.

Twenty-five students (58.14%) in the Summer semester were first time enrollees. The other 18 students (41.86%) were past members of OPERATION SUCCESS.

During the Summer semester, 18 students (41.86%) were enrolled during the first week of school. Six students (13.95%) were each enrolled in the second, third, and fifth weeks. Four students (9.30%) were enrolled in the fourth week and 3 students (6.99%) in the sixth week.

Of the students enrolled in OPERATION SUCCESS in the Summer semester, 18 students (41.86%) were freshmen. Six students (13.95%) were sophomores, 12 students (27.94%) were juniors, and 2 students (4.65%) were seniors. There was one graduate student (2.32%) and 6 students (9.29%) were classified as Continuing Education.

Blacks and Whites were the largest ethnic groups served by OPERATION SUCCESS in the Summer semester. Twenty-four students (55.84%) were Blacks and 11 students (25.58%) were Whites. There were 3 Hispanic students (6.97%), 1 Native American student (2.32%), and 4 Asian students (9.29%).

According to the Individual Needs Assessment Survey conducted in the Summer semester of 1983, the highest demand was for tutorial services. Twenty-nine students out of the total enrollment of 43 students requested tutorial assistance. Cultural/educational activities were the next highest demand area, followed by information/referral services. Workshops on study skills, test-taking, and memorization techniques were also in high demand.

Graphs and tables depicting these statistics are included on the following pages.

Figure 6
Student Eligibility Breakdown
Summer 1983

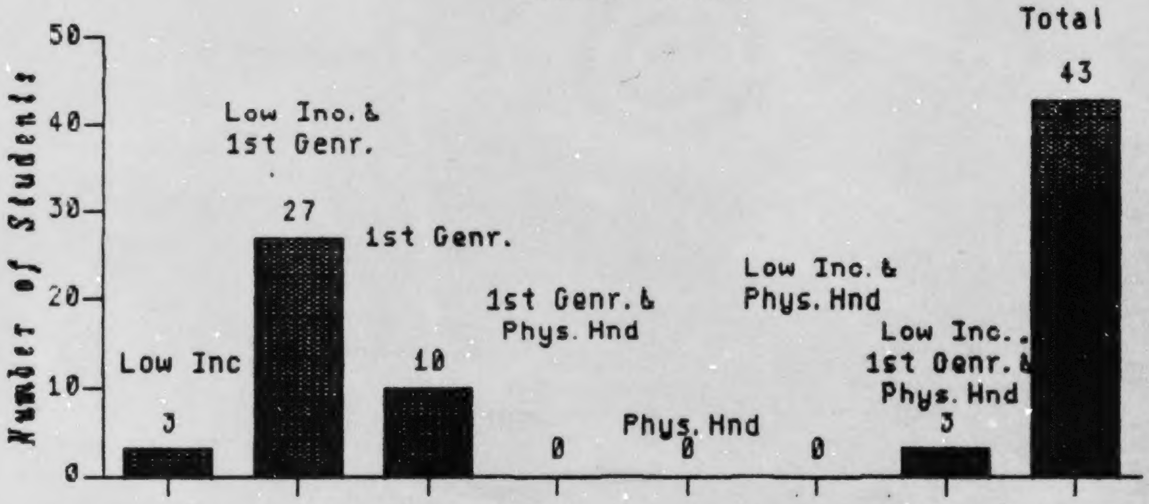


TABLE VI

STUDENT ELIGIBILITY BREAKDOWN - SUMMER 1983

	Number of Students	Percentage
Low Income Only	3	6.97
Low Income & First Generation	27	62.79
First Generation	10	23.27
First Generation & Physically Handicapped	0	0
Physically Handicapped Only	0	0
Low Income & Physically Handicapped	0	0
Low Income, First Generation, & Physically Handicapped	3	6.97
TOTAL	43	100.00

Figure 7
Students Enrolling at Operation Success
For The First Time

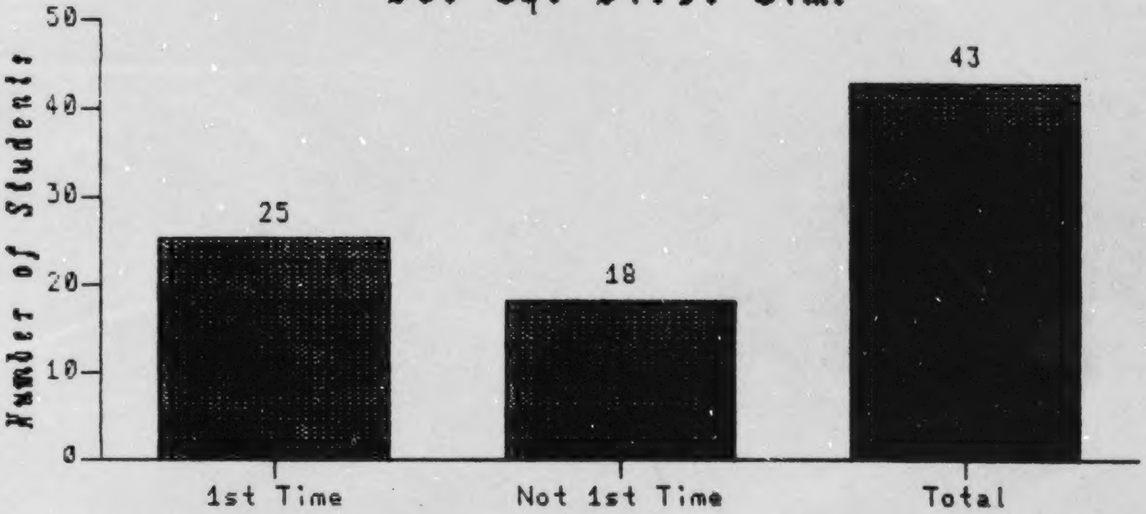


TABLE VII

SUMMER 1983

STUDENTS ENROLLING AT OPERATION SUCCESS FOR THE FIRST TIME

	Number of Students	Percentage
First Time	25	58.14
Not First Time	18	41.86
TOTAL	43	100.00

Figure 8

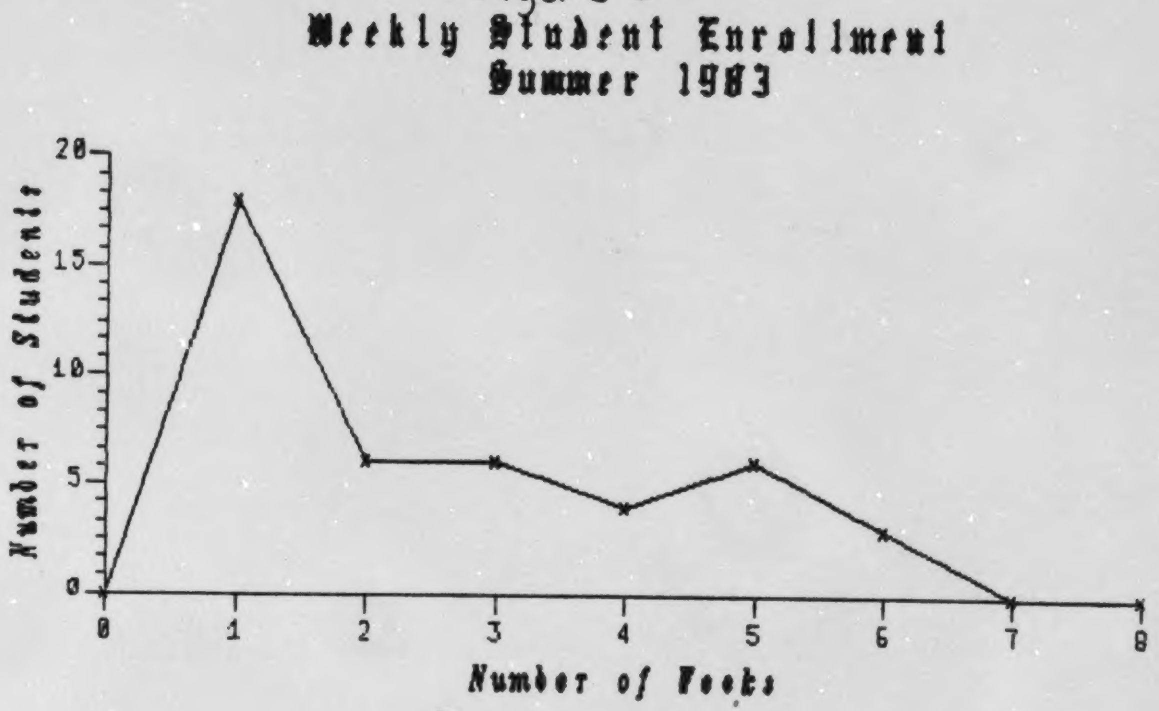


TABLE VIII

WEEKLY STUDENT ENROLLMENT - SUMMER 1983

No. of Weeks	No. of Students	Cumulative Number	Percentage of Total	Cumulative Percentage
1	18	18	41.86	41.86
2	6	24	13.95	55.81
3	6	30	13.95	69.76
4	4	34	9.30	79.06
5	6	40	13.95	93.01
6	3	43	6.99	100.00
7	0	43	0.00	100.00
8	0	43	0.00	100.00

Figure 9
Academic Year Classification
Of Students- Summer 1983

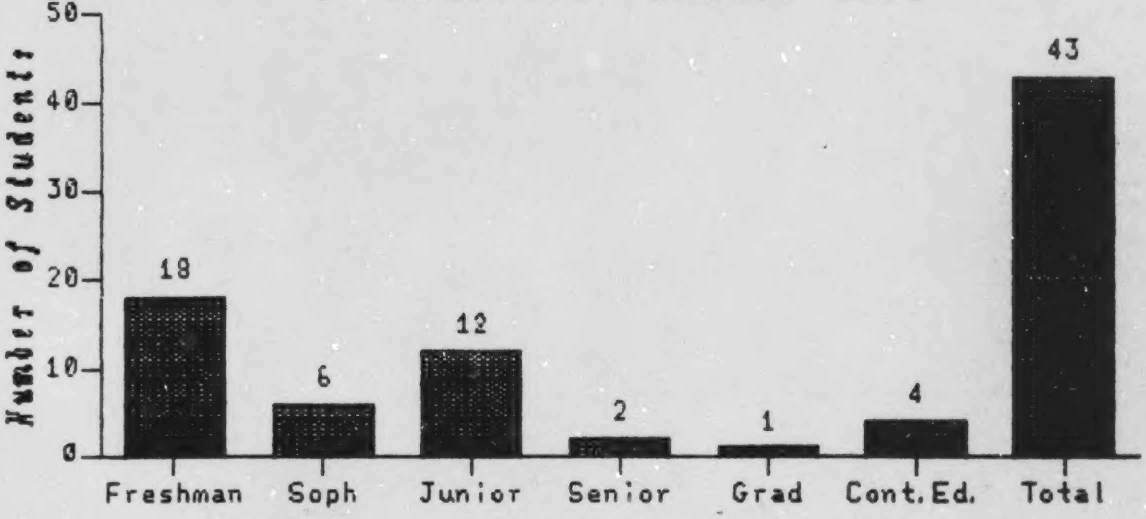


TABLE IX

SUMMER 1983

ACADEMIC YEAR CLASSIFICATION OF TOTAL ENROLLEES

	Male	Male%	Female	Female%	Total	Total%
Freshman	9	20.93	9	20.93	18	41.86
Sophomore	3	6.97	3	6.97	6	13.95
Junior	5	11.65	7	16.29	12	27.94
Senior	0	0	2	4.65	2	4.65
Graduate	0	0	1	2.32	1	2.32
Continuing Education	1	2.32	3	6.97	4	9.29
TOTAL	18	41.87	25	58.13	43	100.00

Figure 10
Ethnic Composition Of
Total Enrolees-Summer 1983

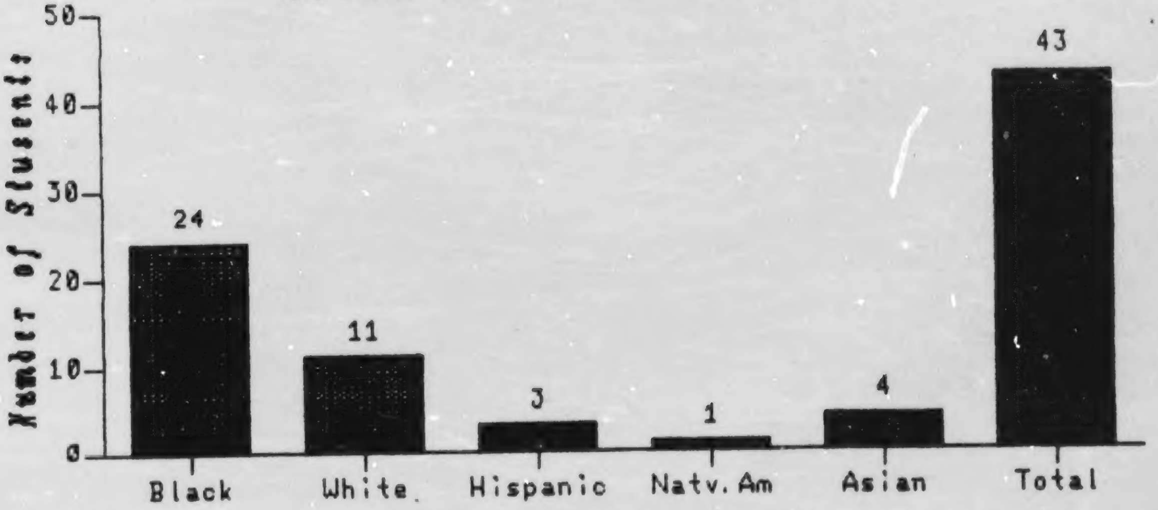


TABLE X

ETHNIC COMPOSITION OF TOTAL ENROLLEES - SUMMER 1983

	Male	Male%	Female	Female%	Total	Total%
Black	9	20.93	15	34.88	24	55.84
White	5	11.65	6	13.95	11	25.58
Hispanic	2	4.65	1	2.32	3	6.97
Native American & Alaskan	0	0	1	2.32	1	2.32
Asian	2	4.65	2	4.65	4	9.29
TOTAL	18	41.88	25	58.12	43	100.00

*INDIVIDUAL NEEDS ASSESSMENT - SUMMER 1983

Services Offered	Number of Students
TUTORING	29
CULTURAL/EDUCATIONAL ACTIVITIES	21
TYPEWRITER USAGE	13
BOOK LOAN PROGRAM	13
FUNDRAISING EVENTS	10
INFORMATION/REFERRAL TO OTHER UNIVERSITY OFFICES AND PROGRAMS	17
ACADEMIC WORKSHOPS:	
STUDY SKILLS	13
TEST TAKING	12
NOTE TAKING	10
WRITING ASSISTANCE	5
STUDYING YOUR TEXT	9
PREPARING FOR/TAKING EXAMS	10
MEMORIZATION TECHNIQUES	13
TOTAL NUMBER OF STUDENTS ENROLLED AT OPERATION SUCCESS	43

*Number of students interested in obtaining assistance in the services offered by Operation Success

SUMMARY OF ENROLLMENT - FALL 1983

Student enrollment at OPERATION SUCCESS for the Fall semester of 1983 was 124 students bringing the total enrollment for 1983 to 268 students.

The largest number of students, 62 students (50.00%), qualified under the category of low income and first generation. Forty-five students (36.29%) were first generation only and 8 students (6.45%) were low income only. Seven students (5.65%) were first generation and physically handicapped, and 2 students (1.61%) were low income, first generation, and physically handicapped.

Sixty-three students (50.81%) in the Fall semester were first time enrollees. Sixty-one students (49.19%) were past members of OPERATION SUCCESS.

By the end of the second week of the Fall semester, 39 students (31.45%) had enrolled at OPERATION SUCCESS. Ninety-eight students (79.03%) had enrolled by the sixth week, and 107 students (86.29) had enrolled by the middle of the semester.

During the Fall semester, 49 students (39.51%) were freshmen. There were 22 sophomores (17.74%), 28 juniors (22.58%), and 23 seniors (18.55%). There was also two graduate students(1.62%).

Sixty students (48.38%) out of the total enrollment were Blacks, and 39 students (31.45%) were Whites. There were 12 Hispanic students (9.68%), 11 Asian students (8.87%), and 2 Native American students (1.62%).

The highest demand was for tutorial services according to the Fall Individual Need Assessment Survey. Eighty-six students out of the 124 total students requested tutorial services. The next highest demands were for typewriter usage and cultural/educational activities. All the academic workshops were also in high demand.

Graphs and tables depicting these statistics are included on the following pages.

FIGURE 11

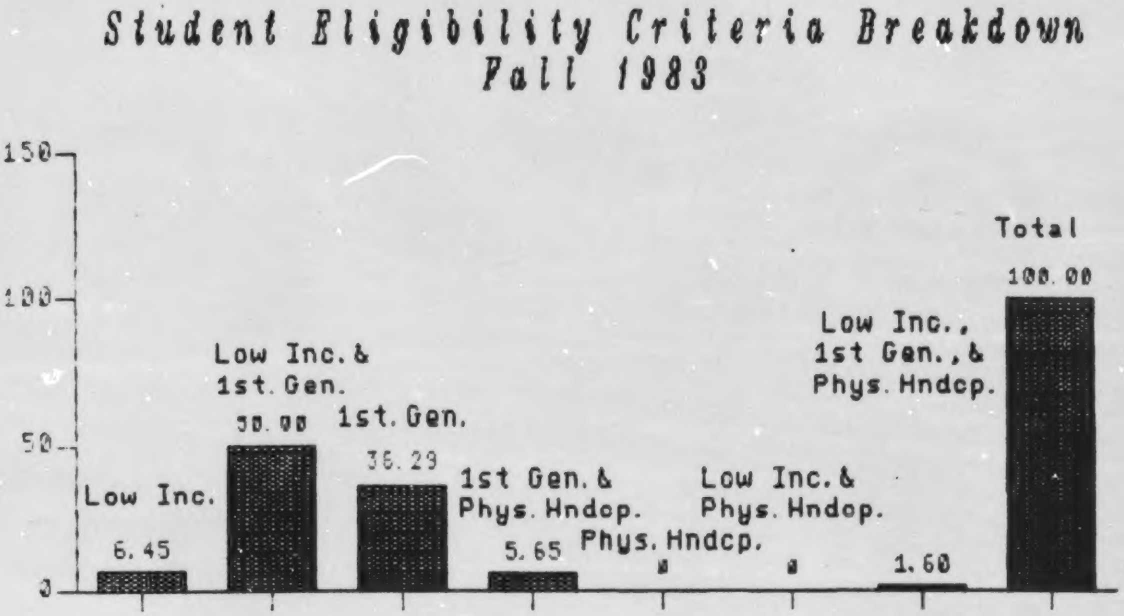


TABLE XI

STUDENT ELIGIBILITY CRITERIA BREAKDOWN - FALL 1983

Eligibility Criteria	Number of Students	Percentage
Low Income Only	8	6.45
Low Income and First Generation	62	50.00
First Generation Only	45	36.29
First Generation and Physically Handicapped	7	5.65
Physically Handicapped Only	0	0.00
Low Income and Physically Handicapped	0	0.00
Low Income, First Generation and Physically Handicapped	2	1.61
Total	124	100.00

FIGURE 12

Students Enrolling at Operation Success Fall 1983

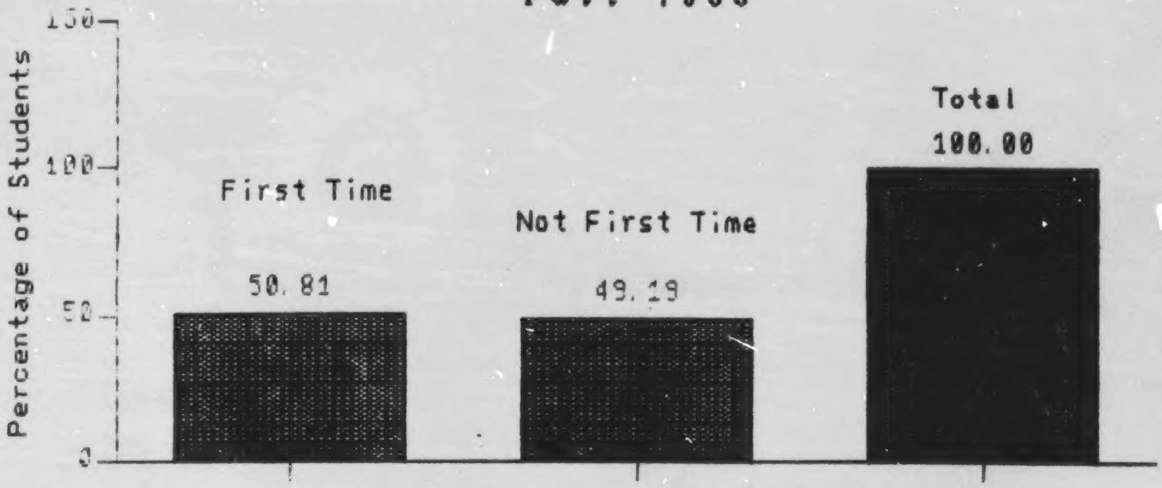


TABLE XII

FALL 1983

STUDENTS ENROLLING AT OPERATION SUCCESS FOR THE FIRST TIME

	Number of Students	Percentage
First Time	63	50.81
Not First Time	61	49.19
Total	124	100.00

FIGURE 13

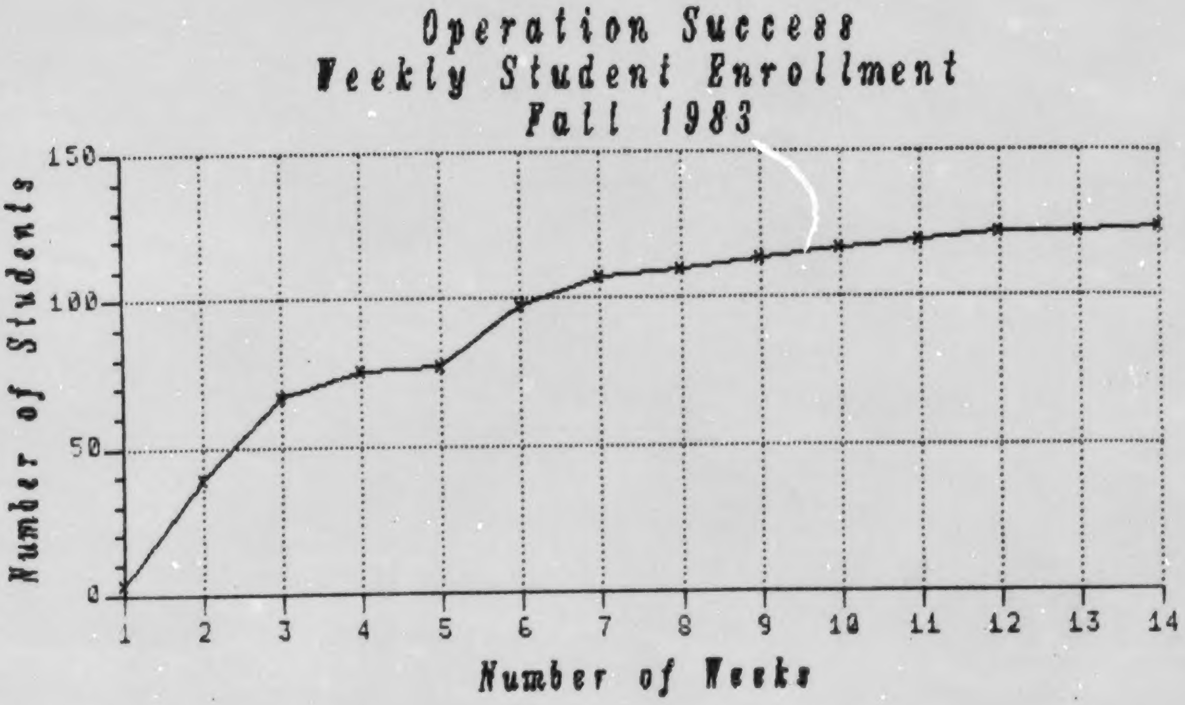


TABLE XIII

WEEKLY STUDENT ENROLLMENT - FALL 1983

No. of Weeks	No. of Students	Cumulative Number	Percentage of Total	Cumulative Percentage
1	3	3	2.42	2.42
2	36	39	29.03	31.45
3	28	67	22.58	54.03
4	8	75	6.45	60.48
5	2	77	1.61	62.09
6	21	98	16.94	79.03
7	9	107	7.26	86.29
8	3	110	2.42	88.71
9	3	113	2.42	91.13
10	3	116	2.42	93.55
11	3	119	2.42	95.97
12	3	122	2.42	98.39
13	0	122	0.00	98.39
14	2	124	1.61	100.00

FIGURE 14

Academic Year Classification
Fall 1983

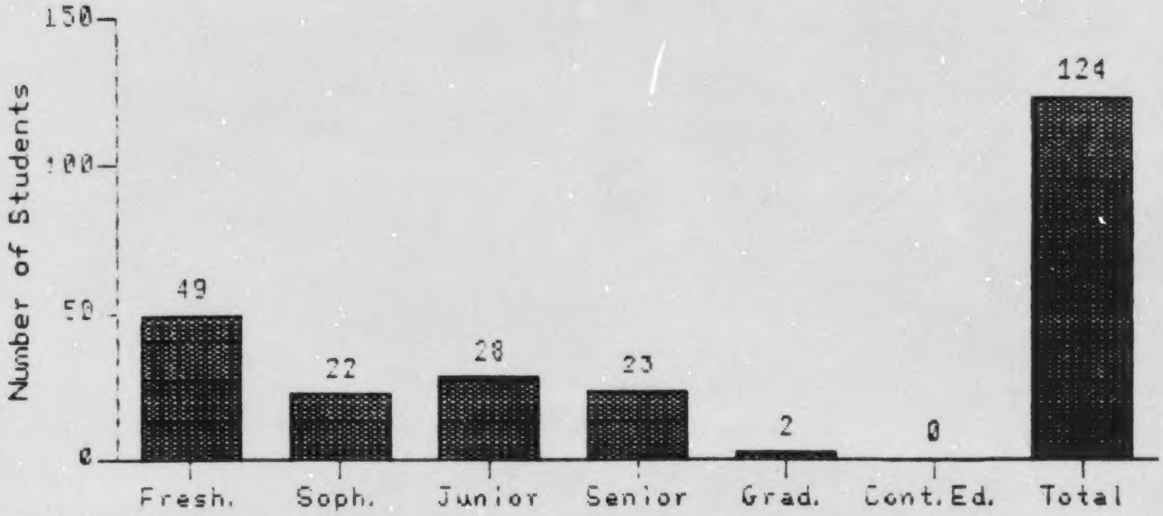


TABLE XIV

ACADEMIC YEAR CLASSIFICATION OF TOTAL ENROLLEES

	Male	Male %	Female	Female %	Total	Total %
Freshman	14	11.29	35	28.32	49	39.51
Sophomore	10	8.06	12	9.68	22	17.74
Junior	8	6.45	20	16.13	28	22.58
Senior	8	6.45	15	12.10	23	18.55
Graduate	1	.81	1	.81	2	1.62
Continuing Education	0	0.00	0	0.00	0	0.00
TOTAL	41	33.06	83	66.94	124	100.00

FIGURE 15

Ethnic Composition of Students Fall 1983

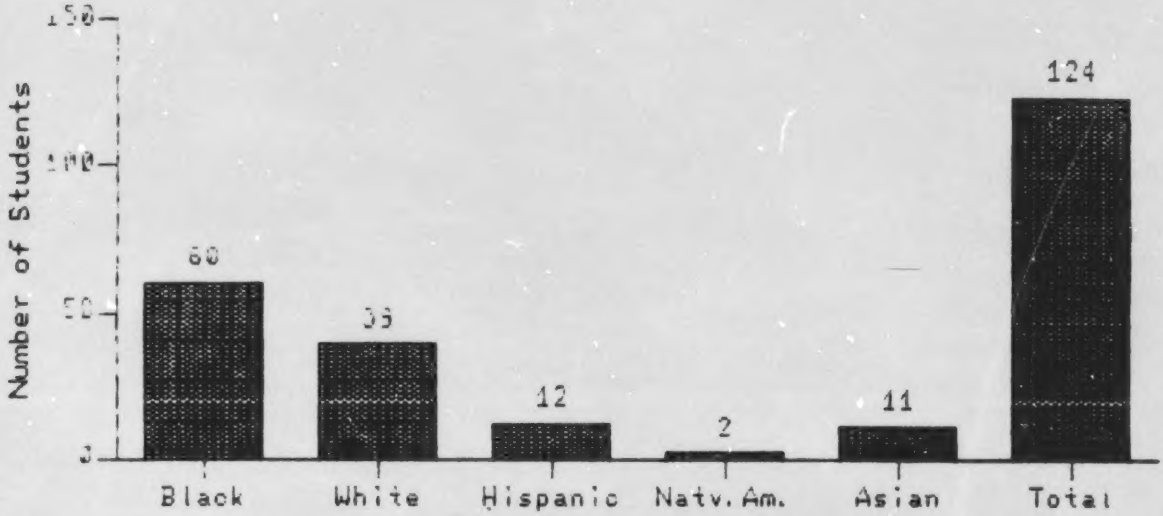


TABLE XV

ETHNIC COMPOSITION OF TOTAL ENROLLEES - FALL 1983

	Male	Male %	Female	Female %	Total	Total %
Black	16	12.90	44	35.48	60	48.38
White	15	12.10	24	19.35	39	31.45
Hispanic	3	2.42	9	7.26	12	9.68
Native American and Alaskan	1	.81	1	.81	2	1.62
Asian	6	4.84	5	4.03	11	8.87
Total	41	33.07	83	66.93	124	100.00

*INDIVIDUAL NEEDS ASSESSMENT - FALL 1983

Services Offered	Number of Students
TUTORING	86
CULTURAL/EDUCATIONAL ACTIVITIES	29
TYPEWRITER USAGE	36
BOOK LOAN PROGRAM	19
FUNDRAISING EVENTS	19
INFORMATION/REFERRAL TO OTHER UNIVERSITY OFFICES AND PROGRAMS	20
ACADEMIC WORKSHOPS:	
STUDY SKILLS	31
TEST TAKING	28
NOTE TAKING	29
WRITING ASSISTANCE	27
STUDYING YOUR TEXT	27
PREPARING FOR/TAKING EXAMS	33
MEMORIZATION TECHNIQUES	27
OTHER SERVICES	2
TOTAL NUMBER OF STUDENTS ENROLLED AT OPERATION SUCCESS	124

*Number of students interested in obtaining assistance in the services offered by Operation Success

TUTORIAL COMPONENT

Total student enrollment at Operation Success for the Spring, Summer, and Fall of 1983 was 268 students; 212 students of the total received tutorial assistance. All student enrollees were either low income, first generation, or physically handicapped or some combination of the three. The Tutorial Component provided individualized tutoring with a student obtaining assistance in a subject throughout the semester. Tutor-Advisors were selected for their academic excellence and ability to relate to their peers.

There were 13 Tutor-Advisors recruited for the Tutorial Staff for Spring, 1983, with 10 returning Tutors. During the Summer of 1983, there were 5 Tutor-Advisors on staff, all returnees. In the Fall of 1983, the Tutor-Advisor Staff was back up to 12, with 5 new tutors hired and 7 returning tutors. The Tutor-Advisors gained basic counseling skills through on-going training sessions held weekly each Friday. A program counselor chairs the weekly session held during Tutor Orientation and Training at the beginning of each semester.

The Tutors were selected after taking into consideration the needs assessment carried out during the previous semester. The areas of tutorial assistance varied from Accounting to Chemistry to Economics to Social Work to Aeronautical Engineering, to name a few. Regular tutoring sessions continue until the end of the semester. Throughout the semester, student progress is reported by the tutors and at the end of the semester, the student completes a tutor evaluation. The needs met by the tutorial staff were carried out in both the regular sessions and in special problem sessions before examinations. The Tutorial staff of the program will continue to work to meet the changing needs of the underprivileged student, provide a strong supportive service for the academic success of each student and contribute to the retention of students at Wichita State University.

SUMMARY OF THE TUTORIAL COMPONENT - SPRING 1983

According to the needs assessment evaluation, students enroll at OPERATION SUCCESS primarily to use the services of the Tutorial Component. Seventy-seven students out of the total enrollment of 101 students received tutorial assistance in the Spring semester of 1983. The areas of tutorial assistance were the following: Accounting, Aeronautical Engineering, Biology, Chemistry, Computer Science, Economics, Electrical Engineering, Engineering Technology, English, French, German, History, Math, Philosophy, Physics, Psychology, Sociology, Spanish, Speech, and Women Studies. From these areas of tutorial assistance, 410 tutorial credit hours were generated by the tutorial staff.

The tutorial staff of the Spring semester consisted of 13 students. The tutors included 3 sophomores, 3 juniors, 3 seniors, and 4 graduate students. Ten of the tutors were Whites, 1 tutor was Hispanic, and 2 tutors were Asians.

Of the 77 students tutored in the Spring semester, 34 students (44.16%) were freshmen. Sixteen students (20.78%) were sophomores, 12 students (15.58%) were juniors, and 10 students (12.98%) were seniors. There was one graduate student (1.30%) being tutored and 4 students (5.20%) who were in Continuing Education.

The majority of tutored students were Blacks and Whites. Forty-five (58.44%) of the tutored students were Blacks, and 21 students (27.28%) were Whites. Eight students (10.38%) were Hispanics, 1 student was Native American, and 2 students were Asians.

Graphs and tables depicting these statistics are included on the following pages.

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED - SPRING 1983

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
Accounting			
110	3	2	6
210	3	2	6
220	3	2	6
Aeronautical Engineering			
327	2	1	2
Biology			
1056	4	1	4
120	4	1	4
203	5	1	5
Chemistry			
103	5	1	5
111	5	6	30
112	5	1	5
531	5	1	5
Computer Science			
140	2	1	2
216	2	1	2
Economics			
101G	3	1	3
201	3	1	3
202	3	1	3
231	4	2	8
340	3	2	6
Electrical Engineering			
199	3	1	3
Engineering Technology			
100	4	1	4

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
English			
011	2	4	8
101	3	7	21
102	3	5	15
102F	3	1	3
French			
111	5	1	5
German			
112	5	1	5
History			
132	4	1	4
Math			
011	5	7	35
021	3	2	6
109	3	7	21
111	3	3	9
112	5	1	5
123	3	2	6
144	3	2	6
242	5	6	30
243	5	3	15
331	3	1	3
344	3	1	3
Philosophy			
100G	3	1	3
Physics			
195G	3	1	3
111	5	1	5
213	5	2	10
214	5	3	15
313	4	1	4

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
Psychology			
111	3	1	3
Sociology			
200G	3	1	3
Spanish			
111	5	6	30
112	5	1	5
210	5	1	5
Speech			
111	3	1	3
112	3	2	6
Women Studies			
388	3	1	3
TOTAL CREDIT HOURS FOR COURSES TUTORED			410

Figure 16
Academic Year Classification
Of Tutors- Spring 1983

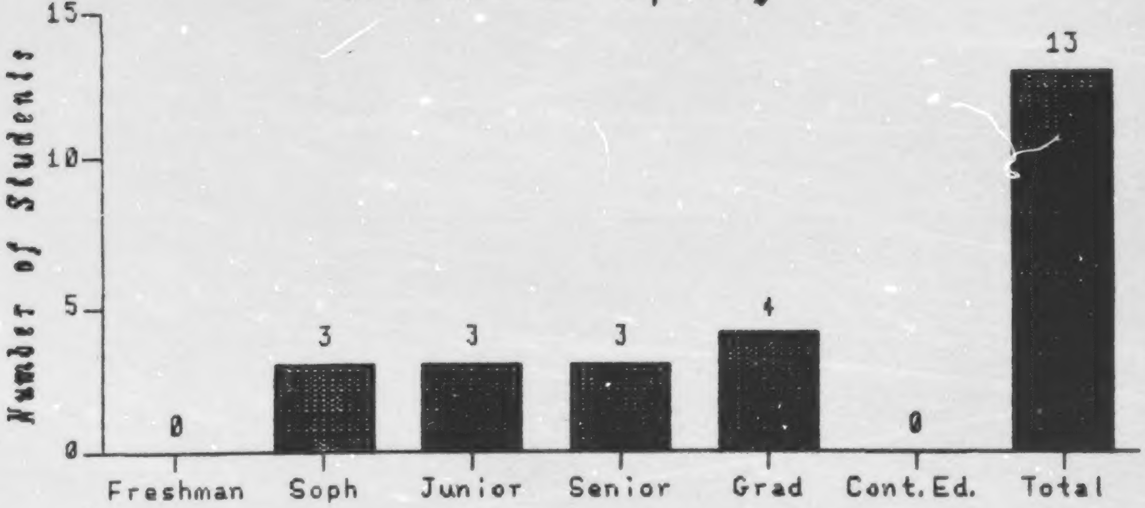


TABLE XVI

ACADEMIC CLASSIFICATION OF TUTORS - SPRING 1983

	Male	Male%	Female	Female%	Total	Total%
Freshman	0	0	0	0	0	0
Sophomore	1	7.70	2	15.38	3	23.08
Junior	2	15.38	1	7.70	3	23.08
Senior	3	23.08	0	0	3	23.08
Graduate	2	15.38	2	15.38	4	30.76
Continuing Education	0	0	0	0	0	0
TOTAL	8	61.54	5	38.46	13	100.00

Figure 17
Ethnic Composition Of
Tutors-Spring 1983

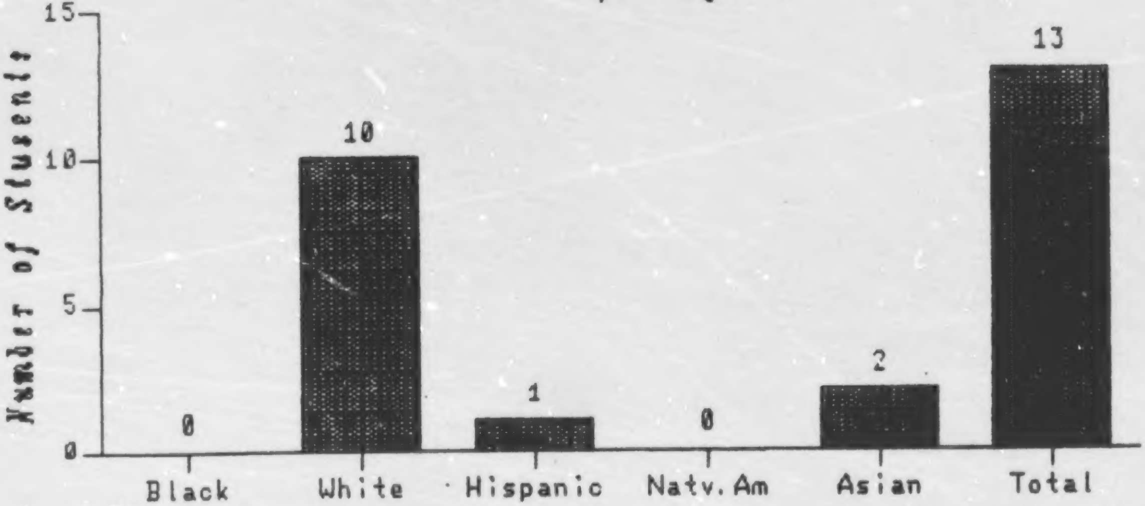


TABLE XVII

ETHNIC COMPOSITION OF TUTORS - SPRING 1983

	Male	Male%	Female	Female%	Total	Total%
Black	0	0	0	0	0	0
White	5	38.46	5	38.46	10	76.92
Hispanic	1	7.70	0	0	1	7.70
Native American	0	0	0	0	0	0
Asian	2	15.38	0	0	2	15.38
TOTAL	8	61.54	5	38.46	13	100.00

FIGURE 18

Academic Year Classification of Tutored Students Spring 1983

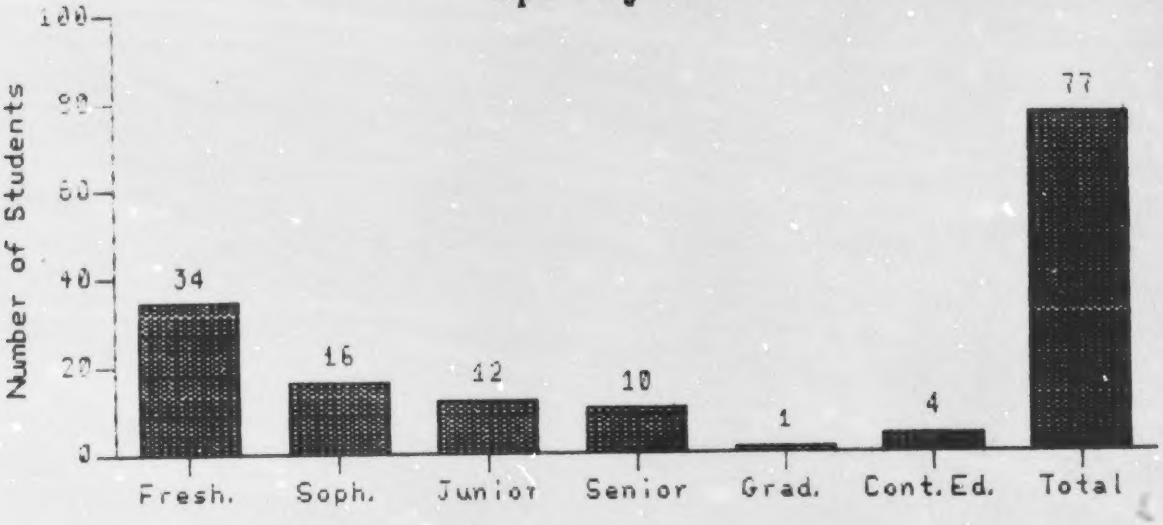


TABLE XVIII

ACADEMIC YEAR CLASSIFICATION OF TUTORED STUDENTS - SPRING 1983

	Male	Male%	Female	Female%	Total	Total%
Freshman	11	14.29	23	29.87	34	44.16
Sophomore	10	12.99	6	7.79	16	20.78
Junior	7	9.09	5	6.49	12	15.58
Senior	5	6.49	5	6.49	10	12.98
Graduate	1	1.30	0	0.00	1	1.30
Continuing Education	3	3.90	1	1.30	4	5.20
TOTAL	37	48.06	40	51.94	77	100.00

Figure 19
Ethnic Composition of
Tutored Students
Spring 1983

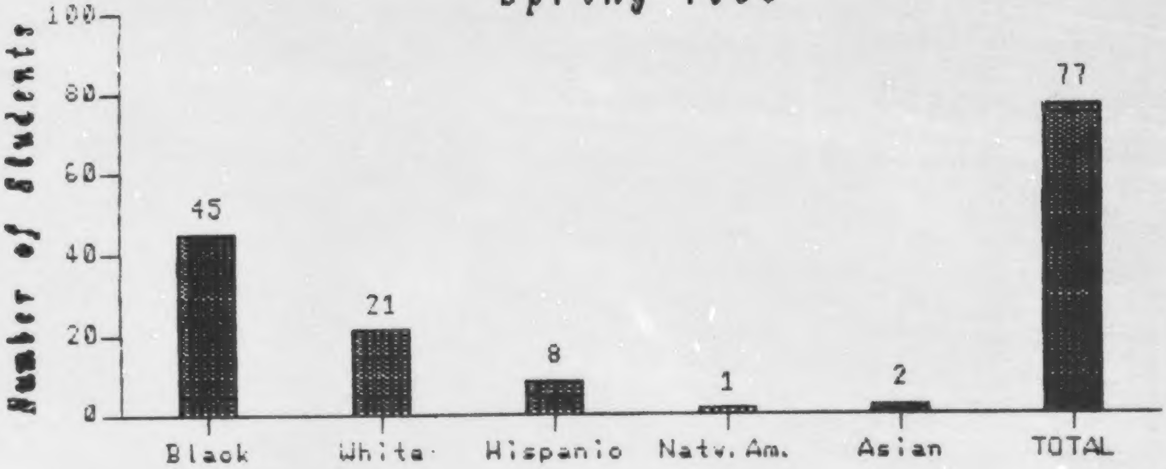


TABLE XIX

ETHNIC COMPOSITION OF TUTORED STUDENTS - SPRING 1983

	Male	Male%	Female	Female%	Total	Total%
Afro-American/ Black	22	28.57	23	29.87	45	58.44
White	10	12.99	11	14.29	21	27.28
Hispanic	4	5.19	4	5.19	8	10.38
Native American	0	0	1	1.30	1	1.30
Asian	1	1.30	1	1.30	2	2.60
TOTAL	37	48.05	40	51.95	77	100.00

SUMMARY OF THE TUTORIAL COMPONENT - SUMMER 1983

Twenty-seven students out of the 43 total received tutorial assistance through OPERATION SUCCESS in the Summer 1983. The courses tutored were Chemistry, English, Math, Personal Development, Philosophy, Spanish, Speech, and Statistics. The total number of tutorial credit hours generated was 98 credit hours.

The tutorial staff in the Summer semester consisted of 5 students. There were 2 juniors, 1 senior, and 2 graduate tutors. Three of the tutors were White and 2 tutors were Asian.

Thirteen tutored students (48.17%) were freshmen. Four students (14.81%) were sophomores, and 7 students (25.92%) were juniors. There was one graduate student (3.70%) tutored and 2 Continuing Education students (7.40%).

During the Summer semester, 15 of the tutored students (55.58%) were Black and 8 students (29.62%) were White. There were 2 students (7.40%) who were Hispanic and 2 who were Asians.

Graphs and tables depicting these statistics are included on the following pages.

CREDIT HOURS FOR WHICH TUTORIAL SERVICES WERE PROVIDED

SUMMER 1983

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
Chemistry			
111	5	1	5
112	5	1	5
English			
101	3	4	12
Math			
011	5	1	5
109	3	5	15
111	3	3	9
242	5	3	15
243	5	2	10
Personal Development			
160	3	2	6
Philosophy			
125	3	1	3
Spanish			
112	5	2	10
Speech			
111	3	1	3
112	3	1	3
Statistics			
370	3	1	3
Total Credit Hours For Courses Tutored			98

Figure 20
Academic Year Classification
Of Tutors- Summer 1983

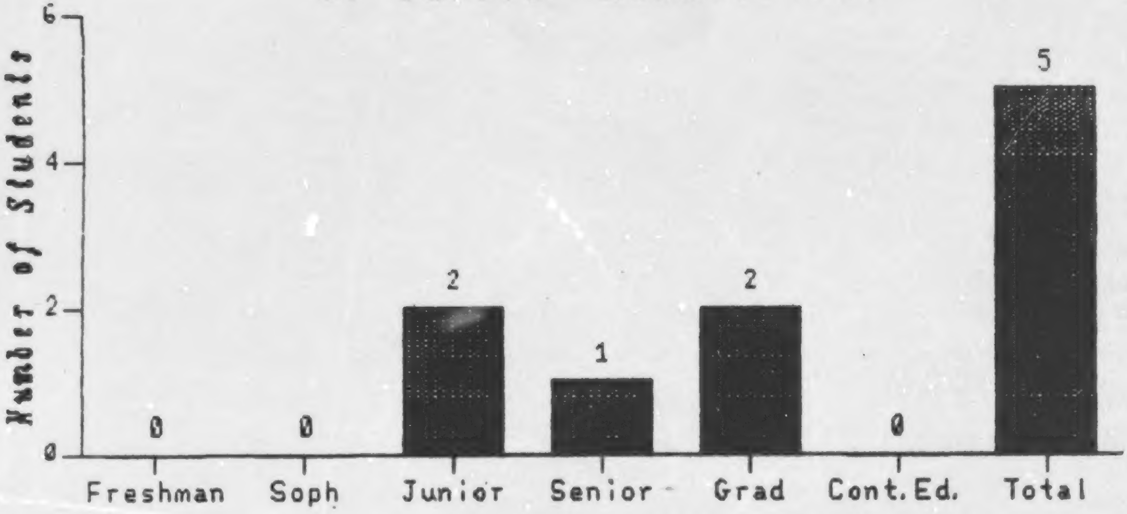


TABLE XX

ACADEMIC CLASSIFICATION OF TUTORS - SUMMER 1983

	Male	Male%	Female	Female%	Total	Total%
Freshman	0	0	0	0	0	0
Sophomore	0	0	0	0	0	0
Junior	1	20.00	1	20.00	2	40.00
Senior	1	20.00	0	0	1	20.00
Graduate	1	20.00	1	20.00	2	40.00
Continuing Education	0	0	0	0	0	0
TOTAL	3	60.00	2	40.00	5	100.00

Figure 21
Ethnic Composition Of
Tutors-Summer 1983

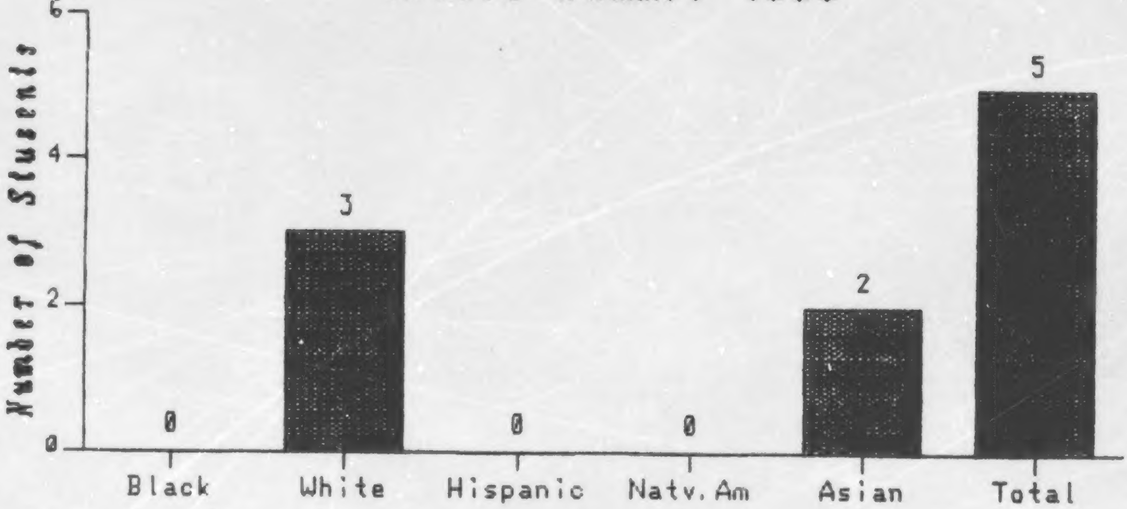


TABLE XXI

ETHNIC COMPOSITION OF TUTORS - SUMMER 1983

	Male	Male%	Female	Female%	Total	Total%
Black	0	0	0	0	0	0
White	1	20.00	2	40.00	3	60.00
Hispanic	0	0	0	0	0	0
Native American	0	0	0	0	0	0
Asian	2	40.00	0	0	2	40.00
TOTAL	3	60.00	2	40.00	5	100.00

Figure 22
Academic Year Classification
Of Tutored Students
Summer 1983

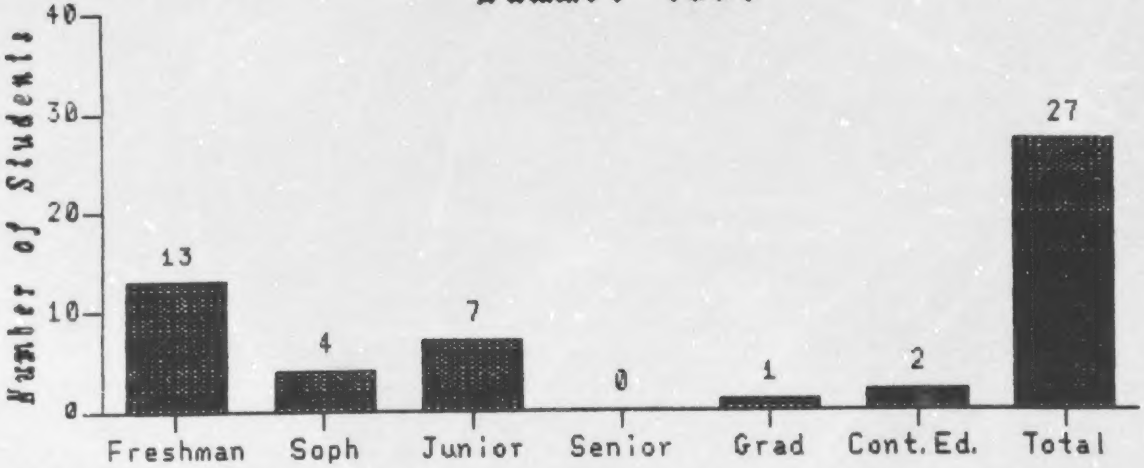


TABLE XXII

ACADEMIC YEAR CLASSIFICATION OF TUTORED STUDENTS - SUMMER 1983

	Male	Male%	Female	Female%	Total	Total%
Freshman	6	22.26	7	25.91	13	48.17
Sophomore	2	7.40	2	7.40	4	14.81
Junior	2	7.40	5	18.51	7	25.92
Senior	0	0	0	0	0	0
Graduate	0	0	1	3.70	1	3.70
Continuing Education	1	3.70	1	3.70	2	7.40
TOTAL	11	70.76	16	59.24	27	100.00

Figure 23
Ethnic Composition Of
Tutored Students
Summer 1983

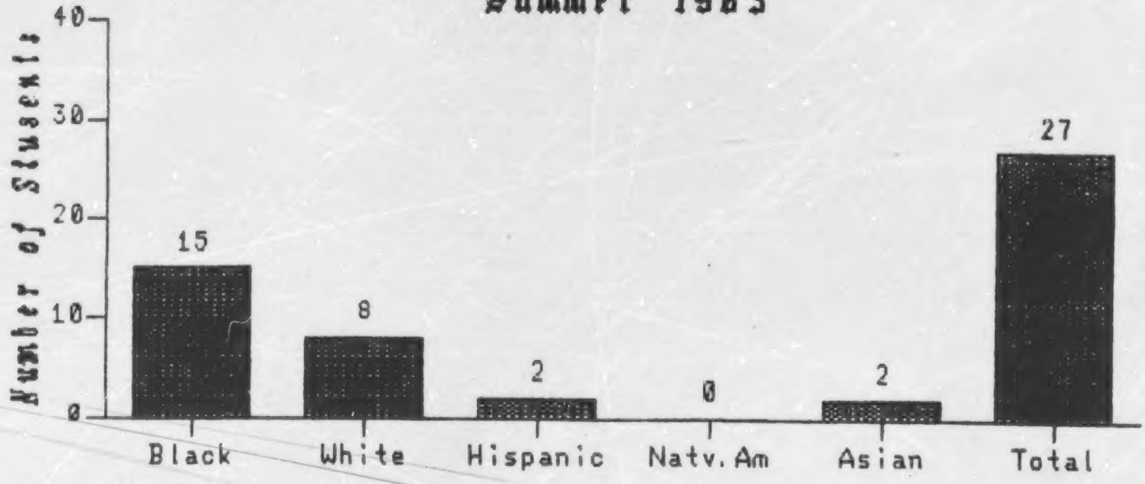


TABLE XXIII

ETHNIC COMPOSITION OF TUTORED STUDENTS - SUMMER 1983

	Male	Male%	Female	Female%	Total	Total%
Afro-American/Black	5	18.51	10	37.03	15	55.58
White	4	14.85	4	14.81	8	29.62
Hispanic	1	3.70	1	3.70	2	7.40
Native American	0	0	0	0	0	0
Asian	1	3.70	1	3.70	2	7.40
TOTAL	11	40.76	16	59.24	27	100.00

SUMMARY OF THE TUTORIAL COMPONENT - FALL 1983

In the Fall semester of 1983, 108 students out of the total enrollment of 124 received tutorial assistance. A total of 552 credit hours were generated with tutoring in the following course areas: Accounting, Administration of Justice, Anthropology, Biology, Business Law, Chemistry, Computer Science, Decision Sciences, Economics, Electrical Engineering, English, Finance, French, Geology, Health Sciences, Industrial Engineering, Psychology, Math, Minority Studies, Philosophy, Physics, Political Science, Social Work, Sociology, and Spanish. The most credit hours were generated in Math-related courses with 211 credit hours.

The tutorial staff consisted of 12 tutor-advisors. These included 1 sophomore, 4 juniors, 6 seniors, and 1 graduate student. Five of the tutors were Whites, 5 tutors were Asians, 1 tutor was Black, and 1 tutor was Hispanic.

Forty-three students (39.82%) of the tutored students in the Fall semester were freshmen. Sophomores totalled 20 students (18.51%), juniors totalled 26 students (24.07%), and seniors totalled 17 students (15.74%). Two students (1.86%) were graduate students.

Blacks and Whites made up the majority of tutored students. Fifty-three students (49.08%) were Blacks and 35 students (32.40%) were Whites. There were 9 Hispanic students (8.33%), 2 Native American students (1.86%), and 9 Asian students (8.33%).

Graphs and tables depicting these statistics are included on the following pages.

Credit Hours for Which Tutorial Services Were Provided
Fall 1983

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
Accounting			
210	3	4	12
220	3	3	9
310	3	2	6
320	3	1	3
			30
Administration of Justice			
220Q	3	1	3
Anthropology			
124Q	3	1	3
Biology			
105G	4	2	8
204	5	1	5
225	3	2	6
330	5	1	5
			24
Business Law			
130Q	3	1	3
Chemistry			
111Q	5	3	15
103Q	5	2	10
533	3	1	3
662	3	1	3
664	2	1	2
			33
Computer Science			
200	2	2	4
Decision Sciences			
350	3	1	3
Economics			
101G	3	2	6
201	3	1	3
231	4	4	16
			25
Electrical Engineering			
363	3	2	6
580	3	1	3
			9

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
English			
011	2	1	2
101	3	15	45
102	3	1	3
102F	3	1	3
330Q	3	1	3
			56
Finance			
340	3	2	6
French			
111	5	1	5
210Q	5	1	5
			10
Geology			
111Q	3	1	3
Health Science			
921	3	1	3
Industrial Engineering			
110	2	1	2
Instructional Services Educational Psychology (ISEP)			
704	3	3	9
Math			
011	5	10	50
021	3	4	12
109	3	7	21
111	3	6	18
112	5	1	5
123	3	2	6
144	3	2	6
211	3	1	3
242	5	11	55
243	5	7	35
			211
Minority Studies			
100Q	3	1	3
Philosophy			
100Q	3	1	3
Physics			
213Q	5	3	15
214Q	5	1	5
313Q	4	2	8
314Q	4	1	4
			32

Courses Tutored	Number of Credit Hours	Number of Students	Total Credit Hours
Political Science			
101G	3	2	6
Psychology			
111Q	3	6	18
401	3	1	3
			21
Social Work			
710	3	1	3
730	3	1	3
			6
Sociology			
211Q	3	3	9
Spanish			
111	5	6	30
112	5	1	5
			35
TOTAL CREDIT HOURS FOR COURSES TUTORED			552

FIGURE 24

Academic Year Classification of Tutors
Fall 1983

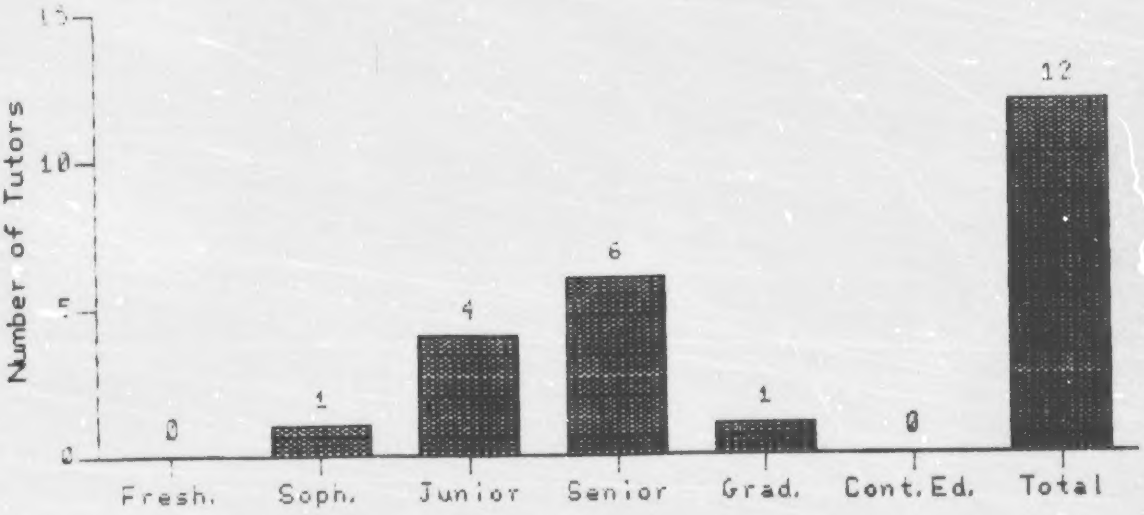


TABLE XXIV

ACADEMIC CLASSIFICATION OF TUTORS - FALL 1983

	Male	Male %	Female	Female %	Total	Total %
Freshman	0	0.00	0	0.00	0	0.00
Sophomore	0	0.00	1	8.34	1	8.34
Junior	4	33.33	0	0.00	4	33.33
Senior	4	33.33	2	16.66	6	49.99
Graduate	1	8.34	0	0.00	1	8.34
Continuing Education	0	0.00	0	0.00	0	0.00
TOTAL	9	75.00	3	25.00	12	100.00

FIGURE 25

Ethnic Composition of Tutors
Fall 1983

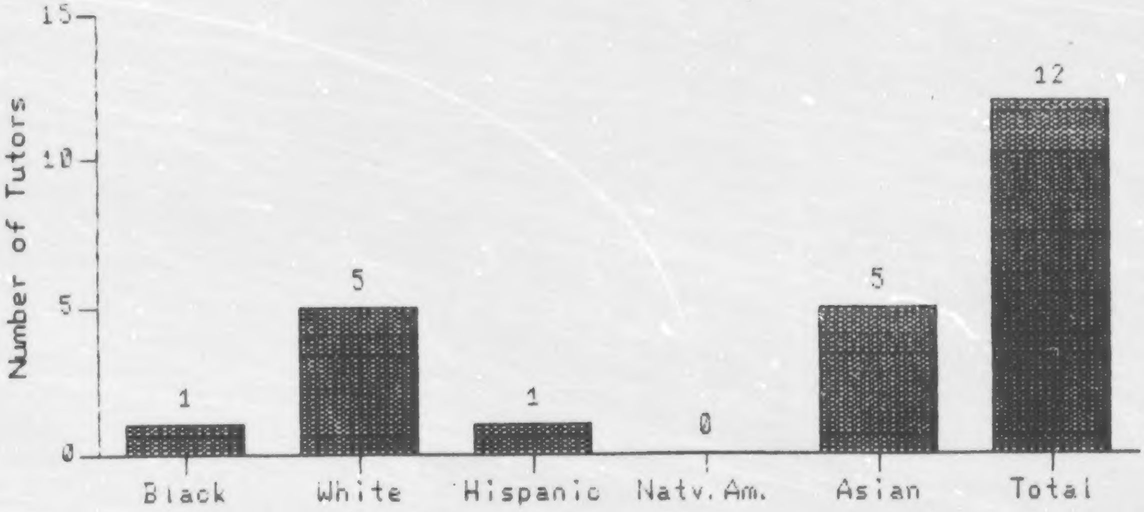


TABLE XXV

ETHNIC COMPOSITION OF TUTORS - FALL 1983

	Male	Male %	Female	Female %	Total	Total %
Black	1	8.34	0	0.00	1	8.34
White	2	16.66	3	25.00	5	41.66
Hispanic	1	8.34	0	0.00	1	8.34
Native American	0	0.00	0	0.00	0	0.00
Asian	5	41.66	0	0.00	5	41.66
TOTAL	9	75.00	3	25.00	12	100.00

FIGURE 26

Academic Year Classification of Tutored Students Fall 1983

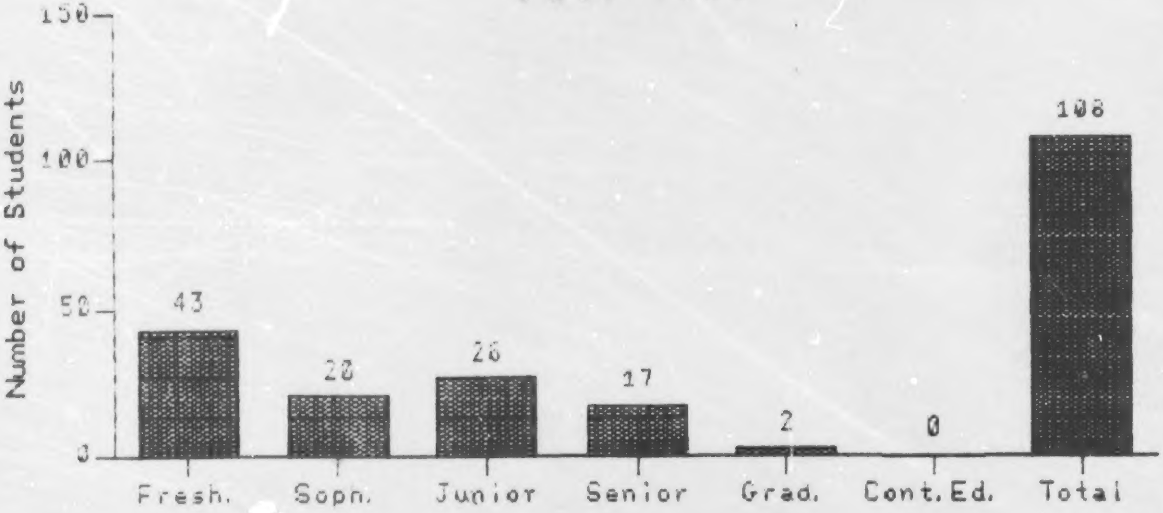


TABLE XXVI

ACADEMIC YEAR CLASSIFICATION OF TUTORED STUDENTS - FALL 1983

	Male	Male %	Female	Female %	Total	Total %
Freshman	12	11.12	31	28.70	43	39.82
Sophomore	9	8.33	11	10.18	20	18.51
Junior	7	6.48	19	17.59	26	24.07
Senior	6	5.55	11	10.19	17	15.74
Graduate	1	0.93	1	0.93	2	1.86
Continuing Education	0	0.00	0	0.00	0	0.00
TOTAL	35	32.41	73	67.59	108	100.00

FIGURE 27

Ethnic Composition of Tutored Students Fall 1983

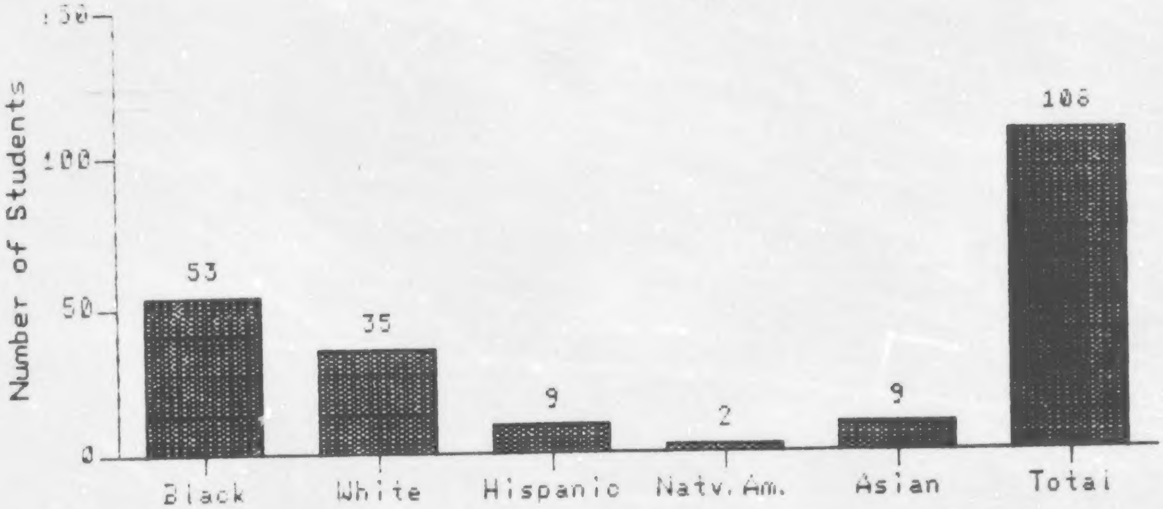


TABLE XXVII

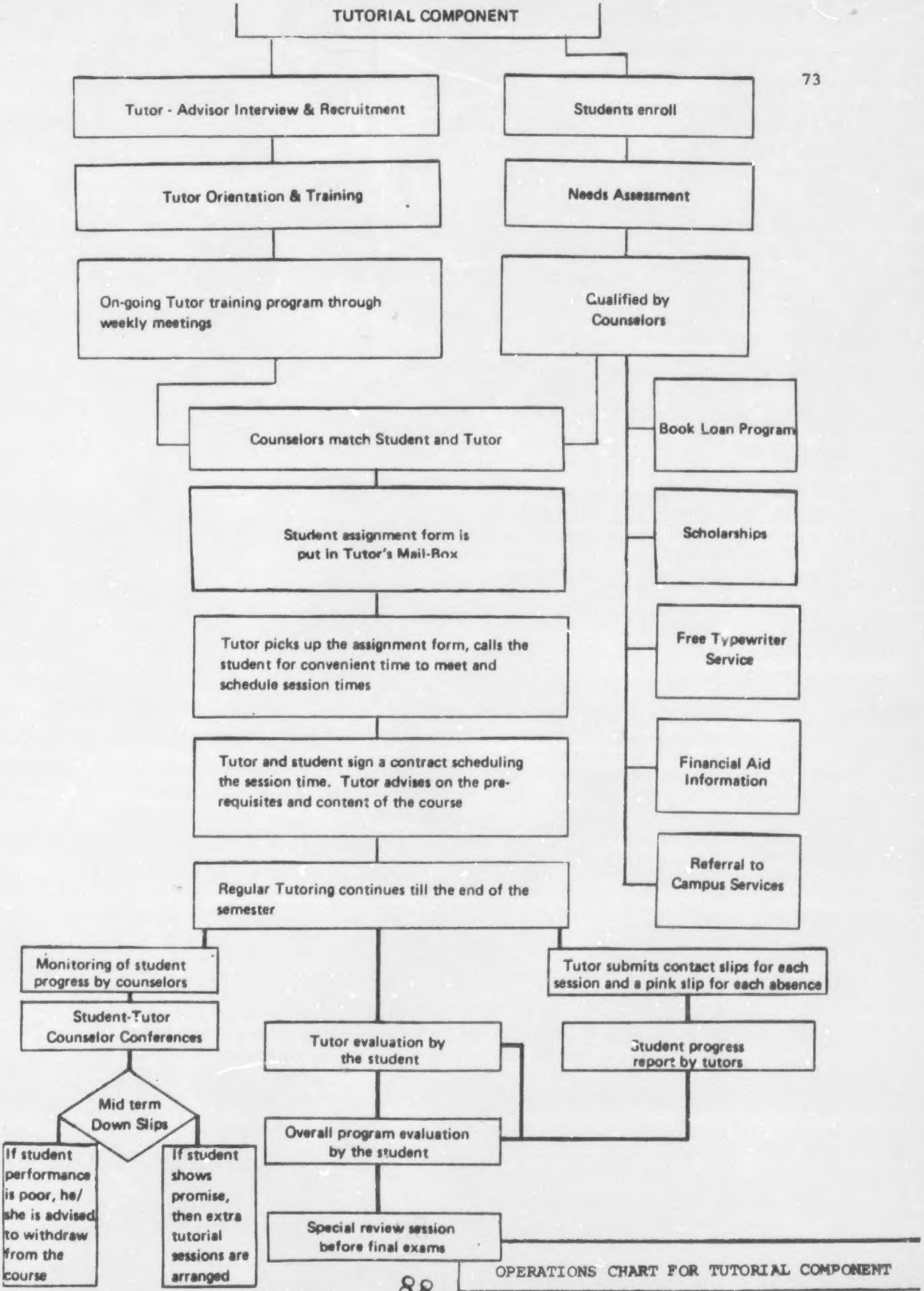
ETHNIC COMPOSITION OF TUTORED STUDENTS - FALL 1983

	Male	Male %	Female	Female %	Total	Total %
Afro-Am./ Black	13	12.04	40	37.04	53	49.08
White	14	12.96	21	19.44	35	32.40
Hispanic	2	1.85	7	6.48	9	8.33
Native Am. & Alaskan	1	0.93	1	0.93	2	1.86
Asian	5	4.63	4	3.70	9	8.33
TOTAL	35	32.41	73	67.59	108	100.00

PART III

COMPONENTS OF OPERATION SUCCESS

Tutorial Component
Cultural Component
Research and Evaluation Component
Fund Raising Component
Vietnamese Component


TUTORIAL COMPONENT
Tutor - Advisor Interview & Recruitment
Students enroll
Tutor Orientation & Training
Needs Assessment
On-going Tutor training program through weekly meetings
Qualified by Counselors
Counselors match Student and Tutor
Book Loan Program
Student assignment form is put in Tutor's Mail-Box
Scholarships
Tutor picks up the assignment form, calls the student for convenient time to meet and schedule session times
Free Typewriter Service
Tutor and student sign a contract scheduling the session time. Tutor advises on the pre-requisites and content of the course
Financial Aid Information
Referral to Campus Services
Regular Tutoring continues till the end of the semester
Monitoring of student progress by counselors
Tutor submits contact slips for each session and a pink slip for each absence
Student-Tutor Counselor Conferences
Tutor evaluation by the student
Student progress report by tutors
Mid term Down Slips
Overall program evaluation by the student
If student performance is poor, he/she is advised to withdraw from the course
If student shows promise, then extra tutorial sessions are arranged
Special review session before final exams

OPERATIONS CHART FOR TUTORIAL COMPONENT

TUTORIAL COMPONENT

Recruitment of Tutor-Advisors

OPERATION SUCCESS advertises for tutors through the courtesy of Public Service Announcements over the radio and television stations as well as through the Career and Placement Office in the University. All students from Wichita State University are eligible to apply. An evaluation made on the demand for tutorial assistance in various academic areas each semester determine the tutors who would be recruited for their expertise in these subjects. Applicants come to the program office at Grace Wilkie Hall, Room 309, and fill out an application form. They are given an information sheet containing a brief description of the time commitments, payment, tutoring hours, and details of the job requirements of Tutor-Advisors. In the application form, permission is obtained from the potential tutor for the release of his or her transcript from the Registrar's office at Wichita State University.

The transcripts of the applicants are obtained from the Registrar's office. Grade point average and past academic performance are checked by the counselors. The general rule for tutor qualifications is a GPA of 3.0 or above in the subject areas they will be tutoring.

Each tutor is telephoned for an interview. The persons who do not qualify are sent letters stating that they are not being considered for an interview and suggest other avenues for similar employment such as the Reading and Study Skills Center.

The unique feature of the Tutorial Component of OPERATION SUCCESS is that each student receives individual tutoring. For example, a student needing assistance in Business Calculus will schedule a three hour meeting with his or her tutor at mutually convenient days and times. Thereafter the student will be tutored in Business Calculus throughout the semester, up to the final week. The student will continue to have the same tutor throughout the semester. This gives an opportunity for the student to build a rapport with his or her tutor and receive supportive services until the semester end final examinations.

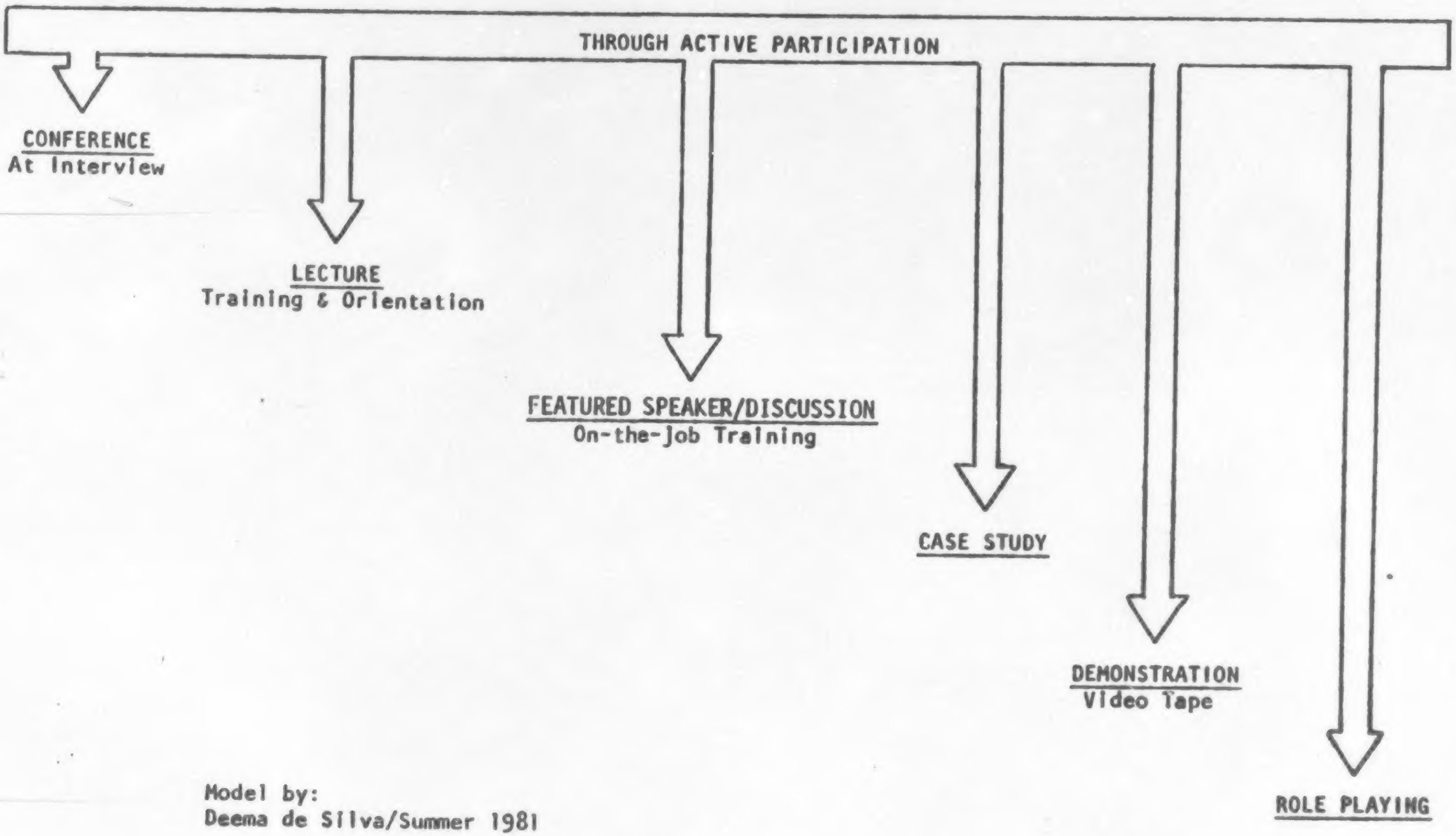
Peer Counseling

OPERATION SUCCESS' Tutorial Component also provides peer counseling to the enrolled students. A characteristic of disadvantaged students as a lack of self-esteem and self-confidence which causes them to give up on a task before giving themselves a chance to succeed. Consequently, they are constantly under stress. A reduction of this stress provides a climate in which students confidently respond to situations and progress in their academic work. A tutor, by working with one student for a whole semester, gets to know that student's personal needs, goals, and problems, and can reduce the level of stress through counseling.

In the role of peer counselor, the tutor is expected to be a good listener, an empathizer, and one who can suggest various and diverse alternatives, without being judgemental, to solve both the student's personal as well as academic or career problems. The tutor, however, is not expected to solve the student's problems, whatever they may be. The tutor is only expected to help the student as much as possible within reasonable limits. At times if a tutor is confronted with a difficult problem with which he or she does not feel comfortable or competent to handle, the tutor will consult a Program Counselor, who might refer the student to the Counseling Center at Wichita State University. When the scope and depth of academic or career problems go far beyond the tutor's knowledge and ability in advising such matters, the tutor might refer the student directly to the appropriate campus resource center.

The tutor in the role of a peer-counselor is also expected to act as a source of information for the student. The tutor provides the student with a variety of information concerning not only campus facilities and resources, but also the university's bureaucratic procedures, which are helpful for survival in college. Also the tutor provides the Program Counselors with brief weekly description of what concepts in a subject area was covered during the tutorial sessions and commen on the student's academic progress.

TRAINING OF TUTORS



THROUGH ACTIVE PARTICIPATION

CONFERENCE
At Interview

LECTURE
Training & Orientation

FEATURED SPEAKER/DISCUSSION
On-the-Job Training

CASE STUDY

DEMONSTRATION
Video Tape

ROLE PLAYING

Model by:
Deema de Silva/Summer 1981

Tutor Interviews

Interviews are informal and the candidate is encouraged to share information on his or her academic achievements and extra-curricular interests as well as ideas and attitudes towards cross-cultural interaction. Interviews take at least one hour, since the interview process is also used as a tool to inform the applicant about the time commitments, job expectations, and goals of OPERATION SUCCESS. A part of each interview is devoted to explain a concept or solve a problem in the candidate's major area of tutoring. After each interview, the counselors confer as to the suitability of the candidate as a Tutor-Advisor.

After all the interviews are completed, the decision whether to hire each tutor is made. The decision is made according to the individual's overall qualifications, the demand for the subject areas and the individual's eagerness to be affiliated with the ideals of the program.

The potential tutors then come to the office and the Program Secretary authorizes them to receive payment. Tutor-Advisors are paid minimum wage of $3.35 per hour and usually are given a raise every successive semester.

A student who has requested tutorial assistance is matched with a tutor, who is competent in that subject area. A counselor places a note in the tutor's mailbox with the name and telephone number of the student, the subject area to be tutored, and the best time to contact the student. The tutor then contacts the prospective student and sets up an initial appointment. After establishing convenient hours for the tutorial sessions, a contract is signed by both the tutor and student.

Tutor Training and Orientation

The philosophy behind the Tutor-Advisor training developed at OPERATION SUCCESS is that effective training will instill confidence in the Tutor-Advisors by providing them with information and skills commensurate with their job expectations. The training also encourages Tutor-Advisors to develop a sense of responsibility and dedication which may extend even beyond their immediate job.

In 1981, OPERATION SUCCESS introduced an action program of training based upon learning theories. Learning is most efficient when the learner is actively involved in the learning process, rather than merely listening to the description of it.[5] The greater the number of senses involved, the more effective is the learning. Therefore, instead of only relying on a two-day lecture series, the program has included continuous training throughout the semester which involves weekly meetings of at least an hour for various informative and training activities.

The model shows the Conference with both counselors present. During the Tutor-Advisor interview, program goals, objectives and philosophy, student population characteristics and the overall working of the program are disseminated to the Tutor-Advisor job applicants. After recruitment, the Tutor-Advisors undergo a two-day Training and Orientation Program.

In the Training and Orientation Program, a professional counselor from the Counseling Center guides the tutors through various exercises which teach them to be sensitive to the students they would tutor. The program counselors, on the other hand, plan a program of activities to enhance maximum interaction within the group which included the following: more experienced tutors sharing their experiences with those just entering the program; exercises, slide presentations, discussions, question and answer periods to facilitate the learning of necessary skills for being a Tutor-Advisor; and counselors use a traditional lecture format to best provide information on the day-to-day procedures of OPERATION SUCCESS. In providing the above items, Case-Study, Demonstration, and Role Playing methods are employed during the course of the training session.

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[5] Gordon Allport, "The Psychology of Participation," (Psychological Review, Vol. 53, May, 1945).

The Case-Study method is a technique which has been popularized by the Harvard Business School. The case method, when used as a puzzle that can be solved, increases the trainee's power of observation, encourages the group to test their solution's reality, and urges the group to consider not only what to do but how to do it. A case solved during Tutor-Training and Orientation, often written by tutors in the program, encourages Tutor-Advisors to gain a realistic perspective in carrying out their role.

Another feature introduced into the training program last year was a series of eight video tapes produced and directed by program counselor, Deema de Silva. All the vignettes were written after observing actual situational experiences by Tutors in the program with Tutor-Advisors and their tutees as actors. Voice for the narrative was provided by a student who is majoring in theatre at Wichita State University and the music was provided by Jerry Hahn, a faculty member. The demonstration effects of the tapes, such as in "Tutoring a Student From a Different Culture" or "Reviewing for an Examination," have been especially useful for Tutor-Advisors by aiding them in developing insights into behavior that would be more effective in interpersonal relations and in dealing with concerns that are common to the tutorial process.

The next technique that is used for training is Role Playing which is a form of simulation emphasizing a human relations problem or a tutorial problem. It differs from ordinary drama in that the actors are given no lines to memorize and must improvise as they go along. A group discussion following each role-play makes them more effective in teaching Tutor-Advisors to be more self-conscious and analytical of their behavior than they might normally have been in real life. Furthermore, role play pushes Tutor-Advisors to show imagination and ingenuity in devising solutions to everyday situations without being penalized if they make a mistake. If guided carefully, role play is a highly effective technique for arousing interest and stimulating group participation.

On-The-Job-Training is thereafter provided with the weekly staff meeting. Every Friday for one to two hours, a distinguished guest speaker is invited from the Wichita State University faculty and staff to inform the Tutor-Advisors. For example, during a "Money Management Workshop," a professor from Wichita State University's College of Business guided the tutors through a series of steps where they actually budgeted a certain sum of money on paper. This particular meeting was also attended by program students who had to learn to budget their grants, loans, and scholarship money in order to stay in college.

OPERATION SUCCESS' model of Tutor-Advisor training has been developed to insure that all tutors are familiar with, and responsible for their job functions. The initial orientation sessions provide an opportunity for Tutor-Advisors to get acquainted with the staff and to acquire background information on the tutorial component activities, student needs and policies of the program. The on-going training is provided to insure that each tutor has an opportunity to share experiences and to sharpen and enhance his or her tutoring skills.

Instructional Tutor Tapes

During the Fall Semester of 1981, OPERATION SUCCESS, in cooperation with the Media Resource Center at Wichita State University, produced eight instructional video tapes (copyright 1981). These video tapes were tailored to meet the needs of the disadvantaged students.

The video tapes were produced and directed by counselor, Deema de Silva, and edited by Jim Suer of the staff of Media Resources. Jerry Hahn of the faculty at the Department of Music at WSU and Miles Hahn, student at Northwestern University, donated their time to play light jazz background music for each tape.

The video tapes have been used to inform and instruct during Tutor Training and Orientation and intermittently during on-going training sessions for the Tutors at OPERATION SUCCESS.

The following are the other titles of the Tutor video tapes:

1. Tutor-Tutee Responsibilities
2. Finding Information from the Library
3. Tutoring Tips
4. More Tutoring Tips
5. Tutoring a Foreign Language
6. Tutoring a Student from a Different Culture
7. Reviewing for an Examination
8. Meeting with an Instructor

Brief Description of Each Tutor Video Tape

Tutor-Tutee Responsibilities

This video introduces the nature of the initial session with a student. It emphasizes that both tutor and student have responsibilities that need to be fulfilled to get the maximum benefit from the tutorial sessions. It emphasizes three main responsibilities: punctuality, preparedness, and advance notification if unable to meet for the session.

Finding Information from the Library

This video involves helping the student to find information in the library. It includes information about using the card catalog call numbers and the Library of Congress list of subheadings to find appropriate material.

Tutoring Tips

This video demonstrates how a tutor assists a student who comes to a session with a particular mathematics problem. Also included is the importance of positive reinforcement and the need for frequent contacts with the student's professor.

More Tutoring Tips

This video shows a tutor encouraging his student to be preapred for her class through reading the material and identifying problem areas. It also shows the student trying to answer problems on her own before coming for a tutorial session.

Tutoring a Student from a Different Culture

This video shows a tutor helping a student from a different cultural background to his own. It emphasizes that the tutor should empathize with the student and urge her to read for details. The tutor administers a sample test in order to build confidence in the student who has to sit for the real examination, the next week.

Tutoring a Foreign Language

Using the foreign language during the session is important when tutoring a foreign language. It is important to help the student develop a sense of mastery over the language and to help the student sort out relevant material. This video provides this information and more.

Reviewing for an Examination

Many hints for studying for a test are given in this video. It includes studying key concepts and chapter summaries. It also shows the importance of studying early, having adequate sleep and arriving early for the exam.

Audio Slide Presentation of OPERATION SUCCESS

A significant project completed during the Fall Semester 1981 was an audio and video slide presentation of the Special Services Program at Wichita State University. The photographs were taken by counselor Deema de Silva, and a narrative was written to describe the spectrum of activities at OPERATION SUCCESS. Doug Boody, a theatre major, worked with de Silva and Jim Suer of the staff at the Media Resource Center to coordinate the narrative with the slides. The package consists of sixty-five slides which cover many of the activities of the Tutorial and Cultural Components.

OPERATION SUCCESS

Wichita State University

SCHEDULE OF TUTOR-ADVISOR TRAINING/MEETINGS

SPRING 1983

JANUARY

21 Tutor Orientation and Training

28 Tutorial meeting regarding counseling and training

FEBRUARY

4 Tutorial staff meeting, emphasis on student academic achievement

11 Tutorial staff meeting, discussion on tutorial process

18 Tutorial staff meeting, focus on peer counseling

25 Tutorial staff meeting, discussion of possible cultural activities

MARCH

2 "Note Taking"
Featured Speaker: Ms. Sue Martin, Instructor of Learning Resource Center

4 Tutorial staff meeting

11 "Student Careers"
Featured Speaker: Dr. Gerry Lichti, Assistant Dean, College of Liberal Arts and Professor of English

13-18 Spring Break

21 Tutor-Counselor-Student Conferences and Tutor Evaluation

25 "Teaching Methodologies for Mathematics"
Featured Speaker: Dr. Kirk Lancaster, Professor of Mathematics

29 Tutorial staff meeting
Featured Speaker: Ms. Sue Martin, Instructor of Library Media Resources Center

APRIL

8	Tutorial staff meeting
15	Featured Speaker: Dr. Don Wineke, Professor of English
18-22	Tentative dates to hand out program evaluation sheets to students
22	Tutorial staff meeting "Preparation for Resume Writing" Featured Speaker: Ms. Sally Sheets, University College Counselor
29	LAST TUTORIAL STAFF MEETING FOR THE SEMESTER "Resume Writing Workshop" Featured Speaker: Ms. Sally Sheets, University College Counselor

MAY

1	Last day of tutoring
3	Last day of classes
5-11	Final examinations
15	Commencement

OPERATION SUCCESS

Wichita State University

SCHEDULE OF TUTOR-ADVISOR TRAINING/MEETING

SUMMER 1983

JUNE

3 Orientation and Training for Tutor-Advisors by staff of OPERATION SUCCESS.
Director, Mario Ramos, "The Goals of OPERATION SUCCESS" and "The Role of the Tutor".
Program Counselor, Vince Robertson, "Sociological Tests on Stereotyping".
Program Counselor, Deema de Silva, "Tips on Tutoring" and "The Process of OPERATION SUCCESS Program Evaluation and Research".

10 "Purposes of Project Discovery"
Featured Speaker: Lance Rutledge, Director of Project Discovery

17 Tutorial staff meeting and Concerns of the tutorial process

24 Tutorial staff meeting and Discussion on motivating the student

JULY

1 "Campus Sculpture Tour" by Dean James Rhatigan, Vice President of Student Affairs and Dean of Students

8 Tutorial staff meeting and Discussion on the errant student

15 Tutorial staff meeting, Assessment of services, and the tutoring process

OPERATION SUCCESS

Wichita State University

SCHEDULE OF TUTOR-ADVISOR TRAINING/MEETINGS

FALL 1983

AUGUST

19 Tutorial staff meeting, new tutor orientation
"Motivating Students"
Featured Speaker: Dr. Ann Sweney, Assistant Director of Center for Human Appraisal

SEPTEMBER

2 Tutorial staff meeting
"Teaching and Learning Styles"
Featured Speaker: Dr. Myrliss Hershey, Associate Professor of Educational Psychology

9 Tutorial staff meeting

16 Tutorial staff meeting: yearbook pictures taken

23 "What Are TRIO Programs"
Featured Speaker: Mr. Mario Ramos, Director of OPERATION SUCCESS

30 Tutorial staff meeting

OCTOBER

7 "Career Aspirations at the High School Level"
Featured Speaker: Mrs. Mary Garcia-Navarro, Career Counselor

14 "Near Death Experiences"
Featured Speaker: Dr. Howard Mickel, Assistant Professor of Religion

21 "Evolution of a Course"
Videotape/Discussion

28 Tutorial staff meeting

NOVEMBER

4 Computer Center Orientation

11 "Effective Communication"
Featured Speaker: Dr. Laurel Klinger-Vartabedian, Assistant Professor of Speech Communication

18 Tutorial staff meeting

DECEMBER

2 "What Constitutes a Handicap?"
Featured Speaker: Jo Gardenhire, Director of Handicapped Services

9 Tutor luncheon and meeting
Films: "The Critic"
"Cosmic Zoom"
"Begone Dull Care: Caprice in Colors

TUTOR AWARDS BANQUET - SPRING 1983

For the third consecutive Spring, OPERATION SUCCESS tutors were honored at a banquet held at the home of Mr. Leslie Rudd, a Wichita area businessman.

Each tutor brought a covered dish, as a contribution to the social gathering.

The Awards Banquet while providing a very enjoyable and pleasant atmosphere, serves as an occasion to provide appreciation of the dedication and commitment of tutors at OPERATION SUCCESS.

Wine was served with the buffet style dinner which provided a variety of cuisine from various cultures. After the dinner, the tutors, their guests, staff members and distinguished guests went upstairs for the awards ceremony.

The Chief guest, Dr. John Poe, Director of the Honors Program at Wichita State University, presented the awards to each tutor. The award which was a brass plate on a wooden plaque had the following words engraved on it:

"OPERATION SUCCESS
Tutor Award
in Appreciation of
devotion and invaluable
services contributed
(by (Name of Tutor)"

After the awards were presented, Dr. Poe made a speech followed by a brief talk by Assistant Dean of Students and TRIO Coordinator, Deltha Q. Colvin and Vice President of Student Affairs and Dean of Student Affairs, James P. Rhatigan. They spoke of the valuable services rendered by the tutors.

Director, Mario Ramos also gave awards of appreciation to the staff members, Deema de Silva, Vince Robertson and Jan Atakpa.

TUTORS HONORED

Bonnie Armstrong
Randy Castleberry
Tim Chavez
Abdallah Cherri
Clara Freund
Chris Graham
Jon Kalb
Kay Leiker
Ray Leonard
Michelle Mertens
Fazlur Rehman
Faeq Shaikh
Debbie Shanks
Jeff Weaver

STUDENT ASSISTANTS HONORED

Joe Brand
Karen Christian
Robert Hernandez
Audrey Krug

SPECIAL SERVICES PROGRAM;OPERATION SUCCESS

WICHITA STATE UNIVERSITY

TUTOR AWARDS BANQUET

1983

April 22, at 5.30 p.m.

THE WINE BARN

3641 N. Hillside
Wichita, Kansas

TUTORS HONORED

- Bonnie Armstrong
- Randy Castleberry
- Tim Chavez
- Abdallah Cherri
- Clara Freund
- Chris Graham
- Jon Kelb
- Kay Leiker
- Ray Leonard
- Michelle Mertens
- Fazlur Rehman
- Faiq Shaikh
- Debbie Shanks
- Jeff Weaver

STUDENT ASSISTANTS HONORED

- Joe Brand
- Karen Christian
- Rubert Hernandez
- Audrey Krug

5.30 p.m.	Assemble in Lounge
5.45 p. m.	Welcome, Mr. Mario Ramos, Director Operation Success
6.00 p.m.	Presentation of Awards by Chief Guest in recognition of tutors and student assistants
6.20 p.m.	Keynote address by Dr.John Poe Director of Emory Lindquist Honors Program
6.40 p.m.	Address by Dr. James Rhatigan Vice President Student Affairs and Dean of Students
6.50 p. m.	Address by Ms.Deltha Q'Colvin Assistant Dean of Students & Special Programs

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Tutor of the Month Awards

Once a month, OPERATION SUCCESS Program Counselors choose a Tutor of the Month. The tutor receives a coupon for a free dinner, or a ticket to a movie theater from the Director, Mario Ramos. The tutors' names are engraved on the Tutor-Advisor Award Plaque that is hung on the wall as a permanent fixture. The program counselors base their decision for choosing "Tutor of the Month" on the following:

1. Turning in all necessary paperwork, such as: Student Contract, Progress Reports, Contact Slips, Mid-term and end of term student evaluations.
2. Signing-in daily when checking mailbox.
3. Attendance at Friday meetings.
4. Checking back with Counselors and providing feedback on student progress.
5. Supportiveness for program activities.

SPRING TUTOR AWARDS

Randy Castleberry
Kay Leiker
Faeq Shaikh
Debbie Shanks

SUMMER TUTOR AWARDS

Clara Freund
Ray Leonard
Faeq Shaikh

FALL TUTOR AWARDS

Khoder Farhat
Elizabeth Freund
Rebecca Pegg
Dinesh Sharma

OPERATION SUCCESS Students who received ACADEMIC INCENTIVE SCHOLARSHIPS

SPRING 1983

Mary Adkins
Anthony Arguiano
Michael Belin
Jannet Bonner
Connie Boyce
Carla Burdette
Evelyn Fisher
Meredith Fuller
Debra Gwyn
Jacqueline Huertas
Velinda Magana
Glen McDonald
Randall Montoya
Marisela Rangel
Monica Rodrigues
Debra Shanks
Sabrina Tibbs
Kathy Torres
Lisa Torres
Rebecca Webb

SUMMER 1983

None were given during the summer due to limited budget left over from Spring 1983.

FALL 1983

Mary Adkins
Connie Yvette Boyce
Evelyn Fisher
Adrianne Ford
Debra Gwyn
Regina Harper
Jose Hernandez
Jacqueline Huertas
Brenda Johnson
Ilana Johnson
Pamela Krug
Rebecca Pegg
Jeffrey Rains

BOEING SCHOLARSHIPS

The Boeing Aircraft company has donated money to Operation Success to award scholarships to those students who display high achievement in their academic work. Scholarships were awarded to those students who had specific plans and a goal on how to use their education, financial need and a high grade point average.

Boeing Scholarship Recipients for Spring 1983

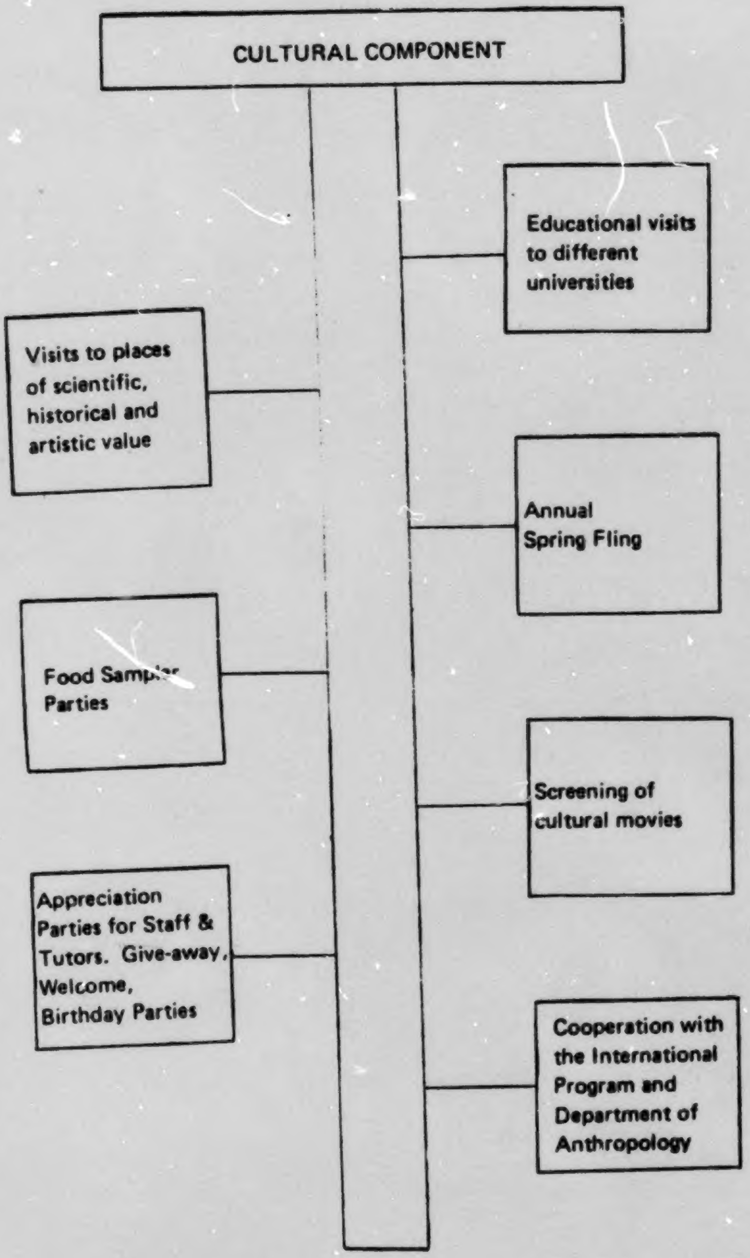
1. Rebecca V. Pegg
2. Southat Sathngam
3. Sheila G. Sauls
4. Kathryn A. Torres
5. Velinda T. Magana

Boeing Scholarship Recipients for Summer 1983

1. Patrick Hill
2. Ilana Johnson
3. Nick Oropeza
4. Rebecca V. Pegg
5. Michael Sweany

Boeing Scholarship Recipients for Fall 1983

1. John Egbo
2. Sheridan Garrett
3. Rebecca V. Pegg
4. Sheri Lynne Redo
5. Southat Sathngam
6. Muoi Truong


CULTURAL COMPONENT
Visits to places of scientific, historical and artistic value
Food Sampler Parties
Appreciation Parties for Staff & Tutors. Give-away, Welcome, Birthday Parties
Educational visits to different universities
Annual Spring Fling
Screening of cultural movies
Cooperation with the International Program and Department of Anthropology

OPEPATIONS CHART FOR CULTURAL COMPONENT

CULTURAL COMPONENT

The philosophy of the programs organized by the cultural component is that a student's learning can be greatly enhanced by various kinds of cultural and educational experiences. This is particularly true of students enrolled at OPERATION SUCCESS coming from various ethnic backgrounds and are determined as being disadvantaged in being first generation college students from low income families.

The objective of the cultural component programs is to provide access to events that promise a cultural and educational value which our students, perhaps, might not otherwise have an opportunity to experience. The events planned offer cultural, historical or sociological significance, expansion of educational horizons, and an opportunity to interact with individuals from different cultures. The following is a short summary of some cultural activities our program participated or conducted during the 1983 academic year.

SPRING 1983

A Valentine's Day "food sampler" was held on February 14 in the OPERATION SUCCESS office with cultural pastries and ethnic food dishes donated by staff members and program students. During a two-hour period during midday, many students and university staff personnel came and shared in the decorated office in an atmosphere of companionship.

The film "From Harlem to Harvard" was a Harvard student project that traced the life and development of an inner city youth through his first couple of years at a prestigious school. The film was brought to campus on March 1 with free admission and open to all university personnel. Students enrolled in OPERATION SUCCESS attended the screening of this film.

The most important educational visit of the year is the field trip taken during Spring Break each year. During 1983, eight students and two staff members took the trip to Kansas City, Missouri on March 16-20. The activities included a classic foreign film, the Museum of History and Science, Truman Library and Museum, Tiffany's Dinner Theatre, the St. Patrick's Day Parade, and the 1859 Marshal's Home and Jail. Other sights and attractions included a tour of Swope Park, Crown Center, a movie, Country Club Plaza, Westport Square, a gala luncheon, and a music concert headlined by the group "Prince." This outing ended months of preparation and involvement by many students who had signed up to participate.

A film thought to have some important significance was the movie about the life of Mohandas K. Ghandi. Free tickets for those interested students to see the film "Ghandi" was sponsored by OPERATION SUCCESS on April 12. A short response survey was the only requirement to be eligible to attend as it is with all program activities.

Another event that the program was willing to sponsor was the Mid American All-Indian Center Pow-Wow on April 17. Food, dance, teachings, and dress are done in the Indian tradition. Wichita is fortunate to have the opportunity to host this cultural event on an annual basis.

"Dinosaurs, the Terrible Lizards" was the subject of an informative and enlightening presentation at the Wichita Omnisphere on April 24. Students attending reported that the show was interesting and educational.

The Fourth Annual Cultural Spring Fling was held April 29 with its usual blend of international music attractions, international dancing, and many ethnic and cultural food dishes available. This gala event provides publicity for the program as well as strengthen friendly relations among the university, program, and the community. Those participating in this year's activities included the Indian Dancers, Egyptian Treasure Dancers, Grapevine International Dancers, and the Exodus Reggae Band.

FALL 1983

A food sampler to celebrate Mexican Independence Day was again held in the program office September 16 complete with the appropriate food and decorative atmosphere. As always, the event is over the midday period when a host of university students, faculty, and staff are able to interact.

The 15th Annual Arts & Crafts Fair was held September 17 in Hillsboro, Kansas. During the day, entertainment and demonstrations by over 300 artists and crafts people were offered. Admission was free and transportation was provided by the program.

German culture came to Wichita in the form of the annual Oktoberfest held September 23-October 2. For this event, program students attended any of the available days, and after writing a short reaction paper on "What I Saw in German Culture", they were reimbursed their $2.00 admission cost. It was an enlightening experience for those who participated.

The end of October traditionally brings another food sampler to the office agenda. Visitors and pre-schoolers were entertained October 28 with a Halloween celebration.

Two films featuring primary roles of Blacks were shown at a community theatre October 28 as a fundraising event. The films "Gospel" and "The Man" were chosen also for its particular appeal to the community. This event was appreciated by the non-university population and it served as exposure for the program.

Due to the success of the previous films, OPERATION SUCCESS sponsored the showing of "Say Amen, Somebody" November 11-13. This documentary jubilee of Black American gospel met with good response and was again promoted among program enrolled students as well as in the community.

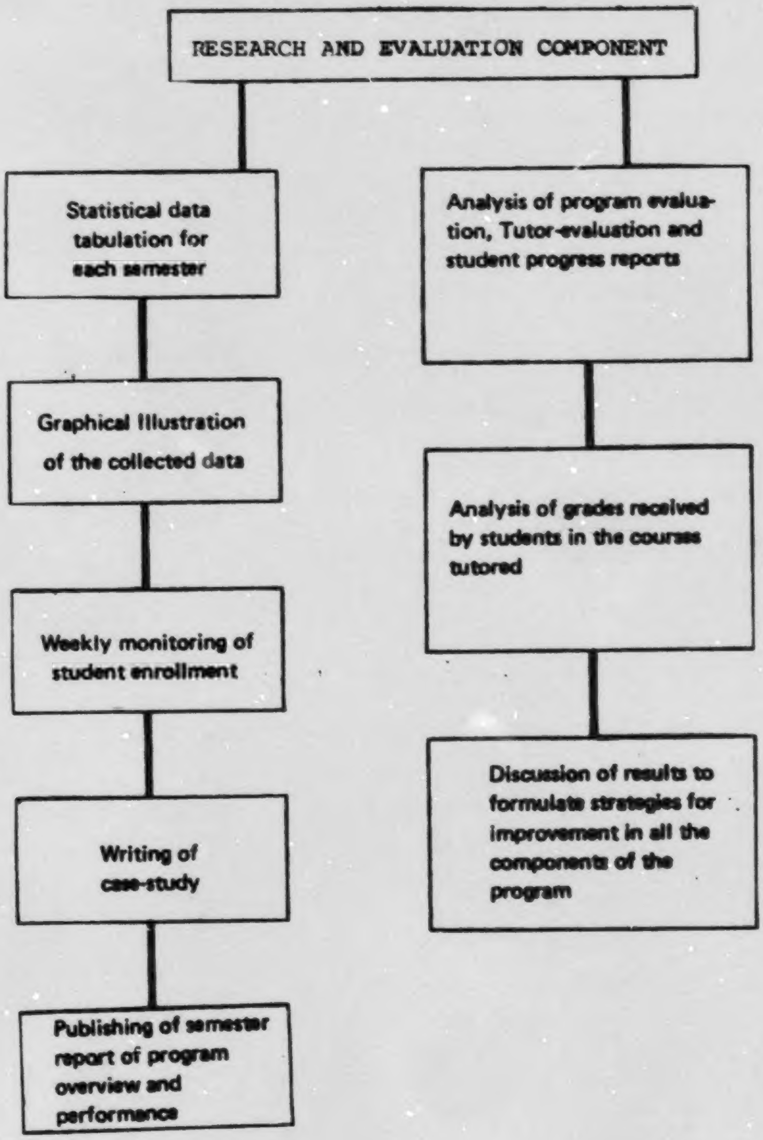
Cultural films have been used by the program frequently in order to offer entertainment to the minority population of the Wichita community. The appeal of these cultural films has encouraged minority participation.

Calendar of Cultural Activities

Spring, Summer, Fall 1983

Jan. 1-Feb. 1	"Great Kings of Africa" calendars distributed to students in program.
February 14	Valentine's Day in office with various ethnic dishes.
March 16-20	Annual Spring Break trip to Kansas City, Missouri with program students.
April 12	Complimentary tickets for "Ghandi" movie at local theatre.
April 17	Annual Mid American All-Indian Center Pow-Wow celebration in Wichita, Kansas.
April 24	"Dinosaurs, the Terrible Lizards" presentation at the Wichita Omnisphere.
April 29	Cultural Spring Fling activities with entertainment and ethnic food.
September 16	Mexican Independence Day Food Sampler celebrating "16 de septembre."
September 17	Arts & Crafts show in Hillsboro, Kansas.
Sept. 23-Oct. 2	Oktoberfest
October 28	Halloween Party with food sampler for program students.
	"Gospel" & "The Man" (Black films) co-sponsored by the Kansas Arts Commission.
November 11-13	"Say Amen Somebody", a cultural movie shown as campus and community activity.
November 18-19	"Enter the Dragon" & "Game of Death", a fundraiser for the computer fund.

*Other activities do occur during the academic year that are cultural. Our participation as a program is limited, but we are involved with campus and community events monthly.


RESEARCH AND EVALUATION COMPONENT
Statistical data tabulation for each semester
Graphical Illustration of the collected data
Weekly monitoring of student enrollment
Writing of case-study
Publishing of semester report of program overview and performance
Analysis of program evaluation, Tutor-evaluation and student progress reports
Analysis of grades received by students in the courses tutored
Discussion of results to formulate strategies for improvement in all the components of the program

OPERATIONS CHART FOR RESEARCH AND EVALUATION COMPONENT

RESEARCH AND EVALUATION COMPONENT

The goal of the evaluation plan for Operation Success is to obtain valid and reliable feedback on a daily, weekly, monthly, and semester basis and to maintain effective strategies to best serve the disadvantaged student. To achieve this goal, evaluation instruments have been developed to obtain data on all of the components. These instruments ensure a greater utilization of human and physical resources available to the program by collection of statistical data, analysis by charts, tables, illustrations, and graphs. Much of the evaluation assesses services to students and the adequacy of those services.

Needs Assessment

A needs assessment is administered to each student at the beginning of the semester. The needs assessment will enable each student to indicate their perceived academic needs and receive individual assistance in the academic areas requested.

Student Conferences

The Student-Tutor-Counselor conferences at mid-semester provide staff with information that may not have been previously shared about their educational goals, performance, and concerns. A comfortable, friendly open atmosphere which contributes to the feeling of trust is created during these conferences. This is to obtain valid information for the continuation of quality assistance to each student.

Informal Observations

At the weekly tutorial meetings, counselors will encourage tutor-advisors to identify behaviors that will enhance or inhibit learning. Informal observations are helpful techniques to diagnose problems that may be inhibiting the student's education and usually experienced tutors will provide peer-counseling for a troubled student during the tutorial session.

Standardized Tests

If a tutor observes that a student is unable to grasp simple mathematics or language concepts, a basic skills standardized test is available for the students to take. The program counselors will administer the test to make students aware of the underpreparation and need for an intensified program of study in specific areas.

Files and Cumulative Records

A file will be maintained on each participating student. The file will have the following information: enrollment card, eligibility criteria, information pertaining to income level when applicable, student-tutor contract giving details of time, day and responsibilities of both student and tutor. Cumulative information will be maintained on student-tutor sheets with descriptions of peer counseling and grades.

Monitoring Present Program Participants

Academic performance of program participants is monitored throughout the semester by a variety of methods. From the beginning of the semester, a student who is assisted through the tutorial component has his/her academic progress monitored. Each tutor will follow the student's academic progress and log the appropriate information on academic progress in the space available on the contact slip. During the middle of the semester, a list of all program participants who have a mid-semester down-slip will be obtained from the Registrar's office and used to counsel students. Finally, grade slips will be obtained at the end of the semester from the Registrar's office, and will be recorded individually as well as separately in order to assess individual progress as well as cumulative progress achieved by the program participants.

Monitoring Past Program Participants

Files of all past program participants will be stored until they graduate. Files on students who have been served by the program and who are still enrolled at the university, but are not currently using the services of the program, will also be maintained. The Registrar will be requested to send names of flagged program participants at the time when a list of graduates are available. This will enable the program to keep an overall record of all participants who have received program services and their progress, thus a tracking system to monitor student progress has been developed.

Evaluation Plan of Tutorial Component

There are five basic phases in the continuous system of monitoring and evaluating participant academic performances and progress. The following list displays an overview of this evaluation. The evaluation instruments used during each phase are attached at the end of this narrative.

Phase 1

Enrollment criteria completed by student.
Needs assessment administered by counselor.
Open new file or continue recording in previous file.

Phase 2

Student signs for Study Skills course in deficient area.
Record assistance, record daily, weekly, and monthly figures of students by eligibility criteria, grades to mid-term criteria, and end of semester evaluation.

Phase 3

Receive tutorial assistance.
Student: selects learning activities.
Tutor: selects techniques of instruction, monitors student's academic progress, cooperates with staff to assist student in successfully completing course.

Phase 4

Evaluation on daily, weekly, and monthly basis.
Continue to keep records of student statistical data, including analysis and statistical breakdown to identify trends and areas of need.

Phase 5

Evaluate effectiveness of tutorial services provided.
Maintain statistical records.
Record statistical analysis by data with narrative.

In Phase 1, the student completes an enrollment card (page 108) which is used by the counselor to determine enrollment eligibility criteria of the student and record the information (page 109). The counselor also administers and then reviews the individual needs assessment of the student. (page 110)

The actual assignment of tutorial assistance takes place in Phase 2. The counselor matches a tutor with the student according to the academic competency of the tutor and need area of the student. An assignment slip (page 111) is completed by the counselor and given to the selected tutor. The "Tutor-Student Contract" will then be signed by the student and the tutor initiating the tutorial assistance. The purpose of the contract is to affirm the agreements and responsibilities of both the tutor and student (page 112). A letter signed by the staff (page 113) is then given to the student which describes further how the student will derive the maximum benefit from the tutorial session.

The student now enters Phase 3 and receives tutorial assistance from the individual's assigned tutor. The tutor will record what concept area was covered during the tutorial session, amount of time spent, and any progress observed on a "Student Contact and Peer Counseling Form" (page 114). A "Missed Appointment Slip" (page 115) will be used to document tutorial sessions missed by the student without any prior notice. A copy of the "pink slip" goes to the counselor and one goes into the student's file to be used to counsel the student for better attendance.

There are three important objectives in Phase 4; the execution of these objectives fulfills the overall purpose of this phase. The main objective will be to (1) select devices to observe student academic progress; (2) to provide feedback to students of methods for improvement in striving for a goal of academic excellence; (3) to counsel and encourage the student.

Finally, in Phase 5, the effectiveness of tutorial services provided to the student is evaluated. The following questions will be answered. First, were the needs of the student met? The Tutor responds to this question by completing the "Student Progress Report" (page 116). Second, was the tutorial assistance provided effective and satisfactory? The students, thus in turn, evaluate the tutors, through the "Tutor Evaluation" form (page 118) giving their perception of the tutoring received. This serves as a two-way avenue through which staff members can realistically evaluate services. Third, was there improvement in the study skills of the student, did the GPA increase and were all of the total program services and objectives met? To answer these questions,the student is requested to complete a "Program Survey" (page 120).

If a student withdraws from the program, a program-developed "Student Withdrawal Report" is completed by the student (page 122). This report is part of the exit interview process and is used to assess reasons for withdrawal from the program.

All evaluations are conducted by the Research and Evaluation Component. The staff will review all data collected, including the responses of students regarding activities provided and responses of students to determine if the program has met its goals and objectives. All of the daily, weekly, monthly, and semester data will be collected through program developed forms. The collective use of all information maintained and utilized by the program provides for an excellent evaluation of the Special Services Program and its services.

WICHITA STATE UNIVERSITY OPERATION SUCCESS ENROLLMENT CARD FALL 1983

108

Name: ______________________________ Soc.Sec.#__________________ Age ________
Last name First Middle

Current Address: ______________________________ Apt.#_____ City __________ Zip__________

County of residence while in High School ______________ Highest level of education (Grade School, High School, College Graduate?Fill in Blank

achieved by Father - ________________ Mother - ______________

Your current major and college enrolled in at W.S.U. ____

Answer yes or no: Are you a Veteran: ______? U.S. Citizen______ Permanent Resident Status_____?

Member in past of: Operation Success ______ Proj. Discovery ______ Upward Bound _________?

ETHNIC BACKGROUND		SEX		COLLEGE CLASSIFICATION	
Asian:	____	Male	____	Fresh. (1-30 Cr. Hrs.)	____
Black:	____	Female	____	Soph. (30-60 Cr. Hrs.)	____
Hispanic:	____			Jr. (60-90 Cr. Hrs.)	____
Native American: (Am. Indian)	____			Sr. (90+ Cr. Hrs.)	____
Caucasian:	____				

ENROLLMENT CRITERIA

Have you received a BEOG (Pell Grant) this semester? ______ Yes ______ No

Are you in any way physically disabled? ______ Yes ______ No

First Generation: Have either of your parents graduated from a four-year college? _____Yes _____No

PLEASE FILL THE BACK OF THIS CARD OUT TOO!

NOTE: YOU MUST TALK WITH A PROGRAM COUNSELOR TO COMPLETE ENROLLMENT.

Wichita State University OPERATION SUCCESS Fall 1983

I, ______________________________, authorize Operation Success to have access to my school records for program purposes. It is my understanding that all such records will be held strictly confidential.

Do you need tutoring services? __________ YES __________ NO

Name of Course(s) for which you need tutoring; First priority ______________________
Second priority ______________________

Home Phone Number ______________________ Work Phone Number ______________________
Area Code, Number Area Code, Number

Best times to reach you at home: ____

Days and times to reach you at work: ____

YOU MUST RE-ENROLL AT OPERATION SUCCESS AT THE BEGINNING OF EACH SEMESTER !

FOR OFFICE USE ONLY

DATE: ___________ ENROLLED BY: ______________________________

TUTOR ASSIGNED ______________________ COURSE TO BE TUTORED ______________

TUTOR ASSIGNED ______________________ COURSE TO BE TUTORED ______________

Operation Success

Special Services Program

ENROLLMENT AND ELIGIBILITY CRITERIA

"Operation Success" - SPECIAL SERVICES PROGRAM

Wichita State University

Semester:____________________

Student's Name:____________________, ____________________

Last First

Social Security Number:_______ - _______ - _______

Category for eligibility to obtain program service

_____________ Low Income

_____________ First Generation College Student

_____________ Physically Disabled

Comments:

Program Counselor ____________________ Date Completed _____________

SPECIAL SERVICES PROGRAM

INDIVIDUAL NEEDS ASSESSMENT

Semester ____________________

To be completed during interview with student:

Name of Student ________________________ Tutor/Advisor ________________

Employment (Place, schedule or no. of hrs. weekly ________________________

Extra-curricular activities at WSU ________________________________

Does the student fully understand his/her major/minor requirement? ________

TUTORIAL ASSISTANCE

SUBJECT	TUTOR	DAY/TIME/PLACE

OPERATION SUCCESS SERVICES DESIRED

____ Career Planning
____ Peer/Near Peer Counseling
____ Study Skills
____ Writing Assistance
____ Resume Writing Skills
____ Job Interviewing Skills
____ Typewriter Use
____ Job Vacancies Information
____ Book Loan Service (if eligible)

OTHER WSU STUDENT SERVICES DESIRED

____ Counseling Center
____ Testing Center
____ Student Health Center
____ Financial Aids Department
____ Learning Resource Center
____ Handicapped Services
____ Student Organization

Has the student completed all necessary forms for financial assistance for the next year? ________________________

Best time to meet weekly with Tutor/Advisor ____________________

Student's perceived academic concerns ____________________

STAFF USE:

How can we assist the student with his/her academic and non-academic concerns? (What is your plan of action for assistance?) ________________

Can another WSU office or community agency provide assistance? ________

SPECIAL SERVICES PROGRAM

TUTOR ASSIGNMENT

EXAM
92%
DIPLOMA

TUTOR: ....

Student: ....

Home Phone: ....

Work Phone: ....

Best time to call: ....

Tutorial assistance
needed for course: ....

Date Requested: ....

Any questions? See your Program Counselor!

COMMENTS:

TUTOR/STUDENT CONTRACT

OPERATION SUCCESS
Wichita State University
689-3715 or 689-3716

SEMESTER ____________
COURSE ____________
DATE ____________

AGREEMENT & RESPONSIBILITIES

I. The Tutor and Student agree to meet at least once a week.
  A. If unable to attend the Tutor shall contact the Student at least ________ hours in advance in order to be excused.
    1. A call can be made to the Student's place of residence or work or a message can be left at the Program Office.

II. The Tutor and Student agree to miss no more than 3 unexcused sessions per semester. Discretion will be used on the amount of excused absences accumulated.

III. The Tutor and Student agree to be prepared and be on time for all sessions.
  A. The Tutor shall be attentive and knowledgeable concerning the content and progress of the course.
  B. The Student shall read, review and identify the problem areas needing clarification.
  C. The Tutor or Student shall wait 15 minutes before counting the session as being an unexcused absence for the late party.

IV. The Tutor and Student agree to meet at the following times during the week:

-	-	-	-	-	-	-
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Changes are permissable but must be agreed upon.

V. The Tutor and Student agree to fill out and complete all pertaining forms.

VI. The Tutor and Student agree to meet for tutoring on-campus unless special arrangements are made.

VII. The Tutor and Student agree that the violation of any part of this contract could result in the termination of this agreement.

VIII. The Tutor and Student agree to fulfill this contract and recognize that the Program Counselors are there to help service any needs and work with any problems.

____
TUTOR

____
STUDENT

Program Counselors: Deema de Silva, Vince Robertson

Operation Success

Special Services Program

Dear

First, we would like to take this opportunity to say, "Welcome to OPERATION SUCCESS". We are sure that the benefits you receive will lead to your academic success. In order to receive maximum benefits we have developed some guidelines.

A tutor is assigned to you because you have expressed a desire to improve your skills in a particular area of study. Your tutor will work with you throughout the entire semester, according to the terms of the TUTOR-Student contract.

Having a tutor means that you are being assisted by another student; someone who can relate to many of the pressures you may experience. He or she can serve as an advisor in their academic major. Also, he or she can be a valuable asset to you for information and referral regarding other WSU services. Having a tutor also means that you are willing to attend every session during the semester and put forth the necessary effort to learn. If you have to miss a tutorial session please notify your tutor in advance. If you are unable to contact him/her at home, you may call your tutor at the OPERATION SUCCESS office (689-3715) where a message can be left.

Our program is designed to provide assistance in a systematic way. Therefore, maximum use of each session is one of the most important factors in the tutorial meetings. Random or "hit and miss" sessions do not bring the positive rewards of systematic learning during weekly sessions. So, in order to enhance the tutorial sessions, you need to be prepared. Think about what you want to accomplish in the tutorial sessions. Read, review and identify the problem areas in which you need help and write down the points to discuss or clarify. Use the session time for your maximum benefit. In this way you can realistically expect to meet your course goals. Be open and attentive. Your tutor is willing to spend some time with non-academic problems affecting your performance. Also, remember that OPERATION SUCCESS counselors are there to help service your needs and work with any problems that may arise.

This semester, prepare to meet your goals.

Mario Ramos,
Director

Deema de Silva
Deema deSilva,
Program Counselor

Vince Robertson
Vince Robertson,
Program Counselor

Please read this note, detach and return it to either Vince or Deema, to initiate the tutoring you have requested.

Dear Mario, Deema and Vince:

I have read the above letter and agree with you that this is the most effective way for me to utilize the tutorial assistance at OPERATION SUCCESS. I clearly understand my responsibilities and will abide by the rules of the program.

Thank you for your concern.

Sincerely,

OPERATION SUCCESS,
Student

Wichita State University. Campus Box 81. Room 309 Grace Wilkie Hall. Wichita. Kansas 67208. Telephone: (316) 689-3715. 689-3716.

STUDENT-CONTACT AND PEER COUSELING

SPECIAL SERVICES PROGRAM - WICHITA STATE UNIVERSITY

Tutor Student Week of

CONTACT SLIP

Session I - Date: Time:
Brief Description:

Any Progress: YES NO
Any Grades from Class Assignments: A B C D F

Session II - Date: Time:
Brief Description:

Any Progress: YES NO
Any Grades from Class Assignments: A B C D F

Session III- Date: Time:
Brief Description:

Any Progress: YES NO
Any Grades from Class Assignments: A B C D F

PEER - COUNSELING

Date: Length: _______ minutes

Type of Problem:

____ academic
____ career
____ personal
____ professor
____ financial
____ other

Any Referrals Made:

____ Career Counseling
____ Academic Counseling
____ Counseling Center
____ Program Counselor

Comments:

SPECIAL SERVICES PROGRAM

WICHITA STATE UNIVERSITY

MISSED-APPOINTMENT SLIP

Date: ....

Time: ....

Excused ....Unexcused...........

EXPLANATION:

Student: ....

Tutor: ....

One copy is given to student, and one to your program counselor

OPERATION SUCCESS - TUTORIAL COMPONENT

STUDENT PROGRESS REPORT

TUTOR:______________________ STUDENT:______________________

ACADEMIC DATA:

Present Grade Point Average: *(in Identification area-use first columns-ABCD)**

DEMOGRAPHIC DATA: *(in TESTarea)*

CLASSIFICATION:
(1) Freshman (0-30 cr. hrs)
(2) Sophomore (31-60 cr. hrs)
(3) Junior (61-90 cr. hrs)
(4) Senior (91-up cr. hrs)
(5) Upward Bound
(6) Guest Student

ETHNICITY: *(in FORM area)*

(A) White (B) Black (C) Hispanic
(D) Native American (E) Asian
(F) Other

GENDER: *(in SEX area)*

(M) Male (F) Female

AGE: *(in SPECIAL CODE AREA, Use only column J&K)*

Is Student receiving financial aid for this semester?

1. (A) Yes

(B) No

Is Student the "first generation" at college?

2. (A) Yes

(B) No

* All those instructions in SCRIPT concern the computer bubble sheet.

STUDY SKILLS: In the following areas rate the student using the scale of A through E. (E) Very Good (D) Good (C) Fair (B) Poor (A) Very Poor

3. Listening skills
4. Verbal skills
5. Reading skills
6. Writing skills
7. Note-taking skills
8. Following assigned study skills
9. Knowing/understanding the organization of the course
10. Knowing/understanding course concepts
11. Understanding basic course concepts
12. Knowing how to take exams
13. Status of present grade (1) A (2) B (3) C (4) D (5) E

Study Habits: In the following areas please answer (A) No (B) Yes

14. Does course assignments
15. Attends class regularly
16. Attends tutor session regularly
17. Prepares for exams
18. Takes exams and quiz
19. Budgets time
20. Indicate progress since the start of your tutoring sessions (E) Very Good (D) Good (C) Fair (B) Poor (A) Very Poor

SPECIAL SERVICES PROGRAM

OPERATION SUCCESS

WICHITA STATE UNIVERSITY

TUTOR EVALUATION

Tutor's Name: (In Name Area)

Course: (in Special Codes Area)

Semester: (in Today's Date Area)

00 = Fall
01 = Spring
02 = Summer

Approximate Number of Weeks: (in TEST Area)

Approximate Number of Hours Per Week: (in Form Area)

A = 3
B = 2
C = 1

Evaluation Scale:

Very Much				Not at all
5	4	3	2	1

Note: Please choose the number (1,2,3,4,5) which most closely reflects your opinion as regarding the characteristics of your tutor. Color the space in the computer sheet starting with Number 1.

SPECIAL SERVICES PROGRAM

1. __________ My tutor was friendly.

2. __________ My tutor was courteous.

3. __________ He/She was interested in my work.

4. __________ My tutor was patient with my work procedures.

5. __________ My tutor was usually on time for the tutoring sessions.

6. __________ My tutor was knowledgeable in the subject area assigned to him/her.

7. __________ My tutor was usually available.

8. __________ My tutor was dependable.

9. __________ My tutor was encouraging.

10. __________ My tutor was easy to work with.

11. __________ My tutor used tutoring time very well.

12. __________ My tutor explained the material well.

13. __________ My tutor helped me inprove my study habits.

14. __________ My tutor was a good listener.

15. __________ How well did you prepare for the sessions to obtain the maximum benefit of your tutor?

16. __________ How well does he/she tutor?

5 = Excellent; 4 = Very Well; 3 = Satisfactory;

2 = Unsatisfactory; 1 = Poorly.

17. Were you satisfied with your tutor?

5 = YES; 1 = NO

18. For this course, would you accept or recommend the same tutor again?

5 = YES; 1 = NO

We would appreciate your comments on any of the above answers.

Any other comments positive, or otherwise, about your tutor: __________

____

WICHITA STATE UNIVERSITY
SPECIAL SERVICES PROGRAM
OPERATION SUCCESS - PROGRAM SURVEY

NAME ______________________________________

The following is a survey of OPERATION SUCCESS in which you participated this past semester. The items which follow will be used to assess the program in order to make it more effective. Please answer all of the questions as accurately as possible.

PART I

The answers in this section apply to this past semester; please mark the appropriate answers.

AS A RESULT OF PARTICIPATION IN THIS PROGRAM, I HAVE:	AGREE	NO OPINION	DISAGREE
1. Increased my awareness of my academic strengths and weaknesses.	___	___	___
2. I got to know about financial services/obtained information on scholarships.	___	___	___
3. Become more confident about my educational goals.	___	___	___
4. Become more aware of my abilities and how they relate to my career plans.	___	___	___
5. Increased my awareness of university services.	___	___	___
6. Increased my awareness of self in general.	___	___	___
7. Asserted myself to a greater extent than before.	___	___	___
8. Improved my ability to express myself.	___	___	___

PART I Cont'd

AS A RESULT OF PARTICIPATION IN THIS PROGRAM, I HAVE:	AGREE	NO OPINION	DISAGREE
9. Began or continued to develop a set of personal values to guide my life.	___	___	___
10. Increased my awareness of other people (races, cultures, etc.)	___	___	___
11. Become more comfortable about continuing my education.	___	___	___
12. Have met new people and have a feeling of belonging.	___	___	___

13. Received assistance through: They were beneficial to me:

1.___ Tutoring services Yes___ No___

2.___ Typewriter services Yes___ No___

3.___ Book loan services Yes___ No___

4.___ Workshops Yes___ No___

PART II

1. What, in your opinion, was the most beneficial part of OPERATION SUCCESS?

   How was this helpful to you?

2. What would you change about the program?

3. Will you enroll in the program next semester?

4. What are your plans for next semester?

COMMENTS:

Special Services Program, Wichita State University

OPERATION SUCCESS

STUDENT WITHDRAWAL REPORT

Reason for Withdrawal from Program:
(check one or more)

1. Satisfactory Academic Progress (Program Services no longer needed) ________
2. Transferred to Another College or University ________
3. Graduated ________
4. Financial Problems ________
5. Personal Problems ________
6. Health Problems ________
7. Employment Problems ________
8. Academic Dismissal ________
9. Administrative Dismissal ________
10. Continued Participation Unprofitable ________
11. Failing School ________
12. Leaving School ________
13. No Study Time ________
14. Didn't Like Tutor ________
15. Reason Withheld ________
16. Other____________________ ________

A SUCCESS STORY

Maria Rodriguez lived in a small western Kansas community. She had been raised by very conservative Hispanic parents. Maria graduated from high school in May 1965 and concentrated on being a homemaker and a housewife. She adopted these roles well and while raising four children, actively involved herself in community activities. She was involved with the St. Paul Methodist Church and organized many of the programs for the Hispanic community.

Involvement in many church activities brought her into contact with various people and programs at Wichita State University. Through a Hispanic faculty member, Maria became aware of the Continuing Education Program at the campus. She had not known that such a program existed at the university and had always thought that being out of school for more than 13 years had put her out of the educational system for good.

In the fall of 1977, she decided to go to college. Although she decided to enter college, she could not enroll during that particular semester due to the lack of encouragement from her family. The following semester, despite the continued lack of family supportiveness, she enrolled as a Continuing Education student with Spanish as her major field of study. Even after many years away from academic work, she progressed in college. She studied her books conscientiously and fulfilled the many obligations of being mother, housewife, and student. Maria's goal was to stay in college and maintain a grade point average of 3.0 or above.

Maria heard that the Special Services Program titled "OPERATION SUCCESS" at Wichita State University was looking for a Spanish tutor. She applied for the position, was interviewed, and she was hired as a tutor in 1978. Tutoring proved to be a rewarding experience for her. She continued broadening her horizons taking advanced courses. In the fall of 1979, she decided to have a double major by adding Business Administration to her present major area of study, Spanish. However, she found that she was unable to understand the concepts in her math course, therefore she enrolled at Operation Success to obtain tutorial assistance. She mentioned in her interview that obtaining the tutorial help in mathematics helped her maintain her grade point average above her goal of 3.0. As time went on, she felt that she needed tutorial assistance in areas of Economics, Accounting, and other business courses with which she was totally unfamiliar. She says, "The support I received from the Director and my tutors at Operation Success kept me going during tough times."

Maria continued to maintain involvement in community activities and remained very active in her church. Some of the special areas of her involvement were with the Hispanic Minorities of the United Methodist Church through English as a Special Language classes, the Health Clinic, and Christian Education.

In the summer of 1980, she received a full scholarship from Sigma Delta Pi to study in Puebla, Mexico. She also attended the First National Hispanic Women's Conference in San Francisco, California. The Director of Operation Success, Mario Ramos, raised funds to cover her total trip to enable her to attend this conference; she felt that this was a "growing experience" for her. From then onwards, she gained confidence to appear as a speaker on many forums. In 1981, she received the United Methodist Ethnic Minority Scholarship. Thereafter, she displayed outstanding performance, both in extracurricular activities and academic work. She says this was largely due to the total dedication and to the tremendous support she received from Operation Success. For a first generation student from a Hispanic background to come to college after 13 years of being away from academic studies,speaks of the positive effects of the program. When the necessary support services are made available to the special needs student, they can shine because they have potential to achieve.

Maria graduated from Wichita State University in May 1983. She was offered the position of Program Director in the United Methodist Urban Ministries. She is president of the Hispanic Network and Co-ordinator of the Bilingual/English as a second language program for the public schools for the city in which she resides.

A STUDY OF SOME CHARACTERISTICS OF FOUR PROBATIONARY STUDENTS IN THE SSDS PROGRAM: RESEARCHER'S IMPRESSIONS AND AVAILABILITY OF SUPPORTIVE SERVICES

Following are brief college study profiles of four students enrolled in OPERATION SUCCESS. The researcher, a graduate student in Counseling and School Psychology was given names of seven students who are on, or recently have been on academic probation. She observed and interviewed the following four students and followed their progress for eight weeks during the Spring semester 1983. Their names have been changed to protect their anonymity.

Student A

Kevin is a 19 year old, Black, single male. He works part-time and attends school full-time. He is a freshman majoring in computer engineering. He has two siblings, including an older sister who attends Wichita State University. He and she are first generation college students. Until recently, he lived with his sister and her young baby, and this situation interfered greatly with his ability to study. Now, he has his own apartment and more time and better conditions for studying.

Kevin is retaking the calculus course he failed last spring semester, and with the help of his tutor, believes he will perform better.

Kevin graduated from a Kansas City high school and his parents still live in Kansas City. They are supportive of his attending college, and have given him some financial support. He has also received financial aid from a Pell Grant.

Student B

Stanley is a 33 year old, Black, married male. He and his wife moved to Wichita from another country so that he could attend Wichita State University. His major is electrical engineering. He works part-time and attends school full-time. He says he does not have sufficient time for studying, and his studying time is limited to early in the morning and between classes. He was put on academic probation at the end of the spring semester, but went to summer school and raised his grade point average enough that his probationary status was removed.

Stanley receives a Pell Grant and is also a first generation college student. He says he feels a good deal of pressure to be a model and source of inspriation to younger members of his family. He has four siblings.

Student C

James is a 23 year old Black, single male. He is one of 12 children and a first generation college student. He is a Pell Grant recipient. He is a junior majoring in art and was on academic probation until the end of the spring 1983 semester. James is anxious to leave Wichita. He does not anticipate graduating from Wichita State University, but instead is applying to a school for chefs in New York. If accepted, he will attend classes there, and will probably finish his art degree later at another university. His level of motivation for doing well at Wichita State University seems low. He says he has no study or school related problems. He seems interested in the activities of a fraternity of which he is vice-president.

Student D

Terry is a 20 year old, White male. He works part-time and is taking one class this semester and trying to raise his 1.4 grade point average. He is taking the class for the second time. He is no longer being tutored. He is reading his assignments more than once now and has found that his comprehension is improving as a result. He cites reading comprehension and test anxiety as being problems. His level of motivation seems high.

Terry is the youngest of seven children, three of which have graduated from Wichita State University. He and his siblings are first generation college students, and he is a Pell Grant recipient. He is considering economics and accounting as possible majors.

Observations

Some commonalities in these students are evident. All four students are first generation college students, although two of them have siblings that are attending or have attended Wichita State University. In both cases the siblings are older and may have "tested the waters" and served as role models for younger siblings desiring a university education. All four have jobs. All four qualify as Pell Grant recipients, i.e. their family incomes are low. All are male (a female student on probation was unavailable for an interview). Three of the men are Black; one is White. Three of the four students mentioned problems concerning poor study habits, an environment in which it was difficult to study, or a lack of time for studying.

The level of motivation of the interviewees seems high, for the most part. Student C was the least motivated, yet, interestingly, he had been able to pull his GPA up to the level that his probation had been lifted.

Discussion

The researcher's impression was that lack of motivation is not strongly influencing the low performance level of these four students. Other possibilities include:

- Lack of time for studying. All four students worked, along with taking classes,so that they do not have adequate time to study.
- Deficient study habits and/or reading comprehension problems.
- Test anxiety and lack of information on how to take an exam.
- Lack of ability to do college-level work.

Conclusion

All four of the students come from backgrounds that are disadvantaged, culturally and/or economically. Operation Success provides cultural enrichment activities and scholarship and grant information, thus helping with problems that are a result of a disadvantaged background. In some instances financial aid may free a student from having to work and go to school concurrently, thereby increasing the amount of time he/she has to study.

Operation Success uses a monitoring system to track the performance of all past and present probationary students enrolled in the program. The grade point average of each program member is monitored. When a student's grade point average drops below 2.0 and the student is placed on academic probation, the program counselors at Operation Success attempt to give the student extra assistance to help the student remove himself from probation. Extra tutoring and counseling might be used to help the student. After a student is removed from academic probation, he/she is monitored closely for the next few semesters or until he/she achieves a stable grade point average above 2.0.

Effective study habits and reading comprehension skills are taught to enhance the performance of students enrolled in Operation Success. Methods of relaxation to be used before test taking and information on how to take a test is also presented. This information is presented in pamphlets, workshops, or on an individual basis as needed.

It should be realized that not all students can be helped with supportive measures. In an open admissions university, occasionally students that are unable to do college work are admitted. Career counseling to help these students explore other options for post secondary education or training could get them pointed in a direction that would provide them with more success experiences than would the university campus.

Based on "A Study of Problems Facing Disadvantaged Students Enrolled at OPERATION SUCCESS With an Emphasis on Students on Probation," by Diane Farnsworth, Wichita State University, Fall Semester 1983.

TUTOR SURVEY - SPRING 1983

In the Spring of 1983, a questionnaire was developed through the Research and Evaluation Component by Program Counselor, Deema de Silva. The purpose of the questionnaire was to not only collect but also to obtain the Tutor-Advisor's opinions and perceptions of several projects especially pertaining to the tutorial component. The questionnaire was divided into three main parts. The first part concerned the Tutor-Advisor's initial access to Operation Success. The second part considered the experiences that the Tutor-Advisors had accumulated while working at Operation Success. Finally, the third part attempted to measure among many items, the Tutor-Advisor's perceptions and opinions of the on-going Tutor Training and Orientation to enhance tutorial skills. Of the twelve tutors, ten persons completed and returned the questionnaire.

In the first part, the Tutor-Advisors were asked why they initially thought of joining Operation Success as a tutor. There were six alternatives to choose from. However, each Tutor-Advisor could select more than one alternative that would explain why he or she had initially thought of joining Operation Success. For the six different alternatives, the ten Tutor-Advisors' responses totaled thirty. Ninety-nine percent (99%) or nine Tutor-Advisors thought it was convenient to work on campus. Also, ninety percent (90%) thought it was an advantage of keeping in touch with academic material while tutoring. Eight out of the ten persons believed that it was a convenient way of earning some money. Two of the Tutor-Advisors thought that there was a possibility of enhancing one's confidence by being a tutor at Operation Success. Two persons also saw it as a potential advantage for future job opportunities. No one selected the last category which was the any other category.

In the second part, the Tutor-Advisors were asked first, what their most satisfying experiences were regarding their students. Here, there were six different items which the Tutor-Advisors were to respond "yes" or "no" to. However, some persons chose not to respond to all six items. Four persons responded that seeing a student of theirs gaining study skills was a satisfying experience, while three persons marked that it was not satisfying. Sixty percent (60%) of the Tutor-Advisors thought that seeing students receive better grades was satisfying, while two persons or twenty percent (20%) thought it was not. There were seven persons responding "yes" on whether the experience of seeing the growth of a student in comprehension, concentration, and learning was satisfying; two persons responded "no". Fifty percent (50%) of the group thought that observing a student's increased interest in academic work while experiencing success in college work was satisfying, ten percent did not find it satisfying. Sixty percent (60%) responded "yes" that the feeling of appreciation and accomplishment when a student mentions their tutorial assistance was a satisfying experience, whereas ten percent (10%) responded "no". For the last item, sixty percent (60%) of the Tutor-Advisors thought that being able to offer some counseling as a peer to a student with a personal problem was a satisfying experience; there were none disagreeing with this assessment.

The next part asked the Tutor-Advisors what disappointments they had experienced. There were five items listed as possible areas of disappointment requiring a "yes" or "no" response. Eighty percent (80%) responded that it was disappointing to observe students who are not motivated to study, while ten percent disagreed. Seventy percent (70%) thought that having students not show up at the contracted time often without giving notice disappointed them; the other thirty percent (30%) did not see this as a disappointment. Four of the Tutor-Advisors thought that observing students who are not enthusiastic about academic achievements was disappointing; an equal number responded that this was not a disappointment. In answer to whether observing a student's inability to perceive the importance of academic achievement in their future job opportunities was a disappointment, thirty percent marked "yes", fifty percent answered "no" and the others did not respond. Four out of the ten thought that observing students who want merely to obtain a "passing" or a "C" grade was disappointing; whereas five persons did not see this as a disappointment. In the other category, disappointments mentioned by Tutor-Advisors were observing a lack of confidence in what the student is doing; having a student whose intellectual skills were not up to college level and not knowing where to start or how to tutor him or her; and lastly, observing a student who knows the material but who has a hard time taking tests to prove they know it.

In the last area of the second part, the Tutor-Advisors were asked if they had experienced some personal growth and development while working at OPERATION SUCCESS. Again, there were five items that the Tutor-Advisors were asked to respond to. Seventy percent (70%) felt they had more confidence in dealing with people, having seen they possessed strengths that could influence growth in their students; ten percent (10%) did not experience this. Four persons responded "yes" that they had developed and/or enhanced their leadership qualities by being in the role of a Tutor-Advisor, while three persons replied "no". Eighty percent (80%) of the Tutor-Advisors thought they had gained inner satisfaction from being able to assist others with the possibility of being instrumental in enhancing their academic work; ten percent (10%) did not experience this. Of the ten Tutor-Advisors, sixty percent (60%) thought they had contributed to the program in a positive manner, and the other forty percent (40%) chose not to answer "yes" or "no" to this. For the last item, sixty percent felt their contributions are worth more than what they are paid for, while twenty percent disagreed or had no response to this.

In the third part of the questionnaire, the Tutor-Advisors were first asked if they thought the initial training they received when they entered the program was adequate or inadequate, eighty percent (80%) of the group thought the initial training was adequate, while twenty percent (20%) found it to be inadequate. The Tutor-Advisors were then asked how they continued to learn the process of tutoring as time progressed. There were four different ways listed and an additional space for other ways that might have been used. Furthermore, each Tutor-Advisor could select more than one item if it applied to him or her. Four persons marked that they learned from observing other experienced tutors. Fifty percent (50%) of the group thought that asking questions of the Counselors helped them and likewise fifty percent (50%) responded that having brief conversations with the Counselors helped them continue to learn the process of tutoring. Three persons thought the weekly Friday tutorial staff meetings were helpful. In the other category, there were three persons responding that they had learned more about the process of tutoring through trial-and-error and their own experiences.

The Tutor-Advisors were asked next about the quality of the weekly Friday meetings. Here, there were three main items which the Tutor-Advisors had to respond to. Eighty percent (80%) of the tutors would have preferred more speakers that would have given them insight into "How to be an Effective Tutor", while for ten percent this was not a preference. On the second item, seventy percent (70%) would have preferred more speakers on "How to be an Effective Peer Counselor", while twenty percent (20%) responded this was not a preference and ten percent did not respond. The third item was broken down into six parts, each being a possible area that a featured speaker had enhanced a Tutor-Advisor's perspective about. Fifty percent (50%) of the group responded that their perspective on Wichita State University instructors had been enhanced. Seven out of the ten thought that the featured speakers had enhanced their perspective on how to be an effective tutor, and six persons felt the featured speaker had enriched their perspective on teaching methodology. Six persons also thought that their perspective on overall campus activities was enriched by the featured speakers. Thirty percent of the group believed that their perspective on campus services, such as health and dental services was enhanced. On the last item, forty percent responded that their perspective on useful information for their future, such as resume writing, was enhanced by the featured speakers in the weekly Friday meetings.

The tutors were finally asked for their perceptions concerning certain fringe benefits that the Program Director provides to the Tutor-Advisors. Fifty percent (50%) of the tutors liked to be remembered on their birthday by celebrating with a cake or card. Six out of ten would like to have gone for pizza more often, and one person responded that the summer tutor trip was rewarding, while others' answers were that they had not made the summer trip while working at OPERATION SUCCESS. Seventy percent (70%) felt it was gratifying to receive a tutor award at the President's home. Also, seventy percent (70%) felt they were a part of the program and found it gratifying for the staff of OPERATION SUCCESS to recognize their tutorial services as valuable. Lastly, forty percent (40%) of the tutors believed that by assisting their peers and by tutoring, they enhanced their own self-confidence and self-respect.

In summary, by looking at the results of each component, the Director and staff will have an idea of which areas of the program need to be improved. The Tutor-Advisors, by completing the questionnaire, have indicated various strengths and weaknesses as well as their perceptions of what affects them. The Research and Evaluation component, which conducted this questionnaire, has found that this information is linked to the services obtained by the students and is valuable in planning the strategies for an effective tutorial process during the following year.

TUTOR-SURVEY - SPRING 1983

This questionnaire is designed to collect data on the general feelings, opinions, and perceptions of Tutor-Advisors at OPERATION SUCCESS. Your honest answers would assist the program to offer improved services to our students and facilities and training that are more satisfying to you. Return the questionnaire to Deema's mailbox. Your cooperation is appreciated.

You may check more than one answer.

INITIAL ACCESS TO OPERATION SUCCESS -

1. Why did you initially think of joining OPERATION SUCCESS as a Tutor?
   - a) Convenience of working on campus
   - b) Advantage of keeping in touch with academic material while tutoring
   - c) Convenient way of earning some money
   - d) Possibility of enhancing one's confidence
   - e) Potential advantage of future job opportunities
   - f) Any other

EXPERIENCE AS A TUTOR-ADVISOR -

2. What have been your most satisfying experiences regarding your students? When relevant, please write a short description of your experience as a response to each question.

YES	NO	
___	___	a) To see a student of yours learn study skills
___	___	b) To see students get better grades
___	___	c) To experience seeing the growth of a student in comprehension, concentration, and learning
___	___	d) To observe a student increase his/her interest in academic work as he/she experiences success in college work
___	___	e) I feel appreciation and a sense of positive accomplishment when a student mentions that I assist him/her.
___	___	f) To have been able to offer some counseling as a peer or even act as a 'C' sounding board, to a student with a personal problem. Comment on how effective you felt you were in this capacity.

NO 3. In your own perception, what disappointments have you experienced?

_ ____ a) To observe students who are not motivated to study

_ ____ b) To have students not show up at the contracted time, often without notice

_ ____ c) To observe students who are not enthusiastic about academic achievement

_ ____ d) To observe students' inability to perceive the importance of academic achievement in their future job opportunities

_ ____ e) To observe students who want merely to obtain a "passing" or a "C" grade (comment on frequency or lack of it)

f) Any others

4. As a Tutor-Advisor, you may have experienced some personal growth and

NO development. Comment on the following:

_ ____ a) I feel that I have more confidence in dealing with people, having seen that I have strengths that can influence growth in my students.

_ ____ b) I feel that I have developed/enhanced leadership qualities during my time as a Tutor-Advisor.

_ ____ c) I feel that I gain inner satisfaction from being able to assist others who have not had the same advantages I have had so far in life, and that I may have been instrumental in enhancing their academic work.

_ ____ d) Looking back at the tutorial process, my contributions to the program have been of a positive nature (please enumerate).

_ ____ e) I feel that my contributions are worth more than I am paid for.

TRAINING TO BE A TUTOR-ADVISOR

5. The Training Program

a) The initial training I received when I entered the program as a Tutor-Advisor was: ___ adequate ___ inadequate
Comments:

b) As time progressed, I learned the process of tutoring:

___ from other experienced tutors.

___ from asking questions of the Counselors.

___ from brief orientations or conversations with Counselors.

___ from observations of the experienced tutors.

___ at the weekly Friday meetings.

___ Other ____

6. The weekly meetings were targeted to not only enhance the tutor's role in the job capacity but also to enhance the personal growth of the tutors. With this in mind answer the following:

YES	NO	
____	____	a) I would have preferred more speakers who gave me insight into "How to be an Effective Tutor."
____	____	b) In addition to the above, "How to be an Effective Peer Counselor."
____	____	c) The weekly meetings had featured speakers that enhanced my perspective on:

___ W.S.U. instructors.

___ some tips on how to be an effective tutor.

___ some methodology of teaching (W.S.U. professors speak on their teaching methodologies).

___ my overall awareness of campus activities (announcements by persons who were involved in campus activities)

___ campus services (health, dental).

___ information useful to my future (i.e., resume writing).

7. Fringe Benefits

The Program Director often raises funds in order to provide some fringe benefits for the tutors. What are your perceptions of their benefits to you?

YES	NO	
____	____	a) It is nice to be remembered on my birthday and I have positive feelings when we have a cake, card, etc. Comments:
____	____	b) I would have liked to have gone for pizza more often, to share some fun time with my fellow tutors. Comments:

YES NO

____ ____ c) During the summer, the tutor trip was very rewarding.
Comments:

____ ____ d) It was gratifying to receive a tutor award at the President's home as well as during the last occasion. Comment on the positive and negative aspects:

____ ____ e) I feel a part of the program. The staff recognizes my services as valuable, and I receive positive remarks from our speakers.
Comments:

____ ____ f) In the process of assisting peers, my awareness of future goals has become wider, and being on the tutorial staff has enhanced my self-assurance and self-esteem.
Comments:

g) Other:

RESULTS OF TUTOR SURVEY

Question 1. Why did you initially think of joining OPERATION SUCCESS as a Tutor?

(9) nine tutors answered (a), convenience of working on campus.
(9) nine tutors answered (b), advantage of keeping in touch with academic material while tutoring.
(8) eight tutors answered (c), convenient way of earning some money.
(2) two tutors answered (d), possibility of enhancing one's confidence.
(2) two tutors answered (e), potential advantage of future job opportunities.

Comment: Improving my ability to communicate difficult ideas.

Question 2. What have been your most satisfying experiences regarding your students? When relevant, please write a short description of your experience as a response to each question.

a) Seeing a student of yours learn study skills. (4) four tutors said yes. (3) three tutors said no.

Comment: This doesn't happen very often - but whenever it does, I am always quite pleased.

I rarely see "study skills", however that is defined, greatly improved.

Yes. Some skills were surprisingly undeveloped.

b) Seeing students get better grades. (6) six tutors said yes.
(2) two tutors said no.

Comment: Especially when they begin to see the fruits of their hard work.

This is some thing that really keeps a tutor, or at least myself going. I am indifferent about grades. I emphasize learning and test for it orally. Grades reflect an ability to answer written questions under pressure.

c) Seeing the growth of a student in comprehension, concentration, and learning. (7) seven tutors said yes.
(2) two tutors said no.

Comment: Usually once in a tutoring session, all this can be achieved with little difficulty.

d) Observe a student increase his/her interest in academic word as he/she experienced success in college work.
(5) five tutors said yes.
(1) one tutor said no.

Comment: This is quite encouraging, but unfortunately very seldom seen.

Somewhat, many students take a class because it is required and is of no interest in itself.

It's satisfying to help a person master a class, and then to have that person gain enough confidence to want to take more classes in that area.

e) Feeling appreciation and a sense of positive accomplishment when a student mentions that I assist him/her.
(6) six tutors said yes.
(1) one tutor said no.

Comment: It's nice to know that you have somehow helped someone accomplish something that they might not have, without you.

Sure, it's a pat on the back.

This is something quite common usually at the end of semester and makes me at least 20 pounds heavier with happiness.

f) Being able to offer some counseling as a peer or even act as a "C" sounding board, to a student with a personal problem. Comment on how effective you felt you were in this capacity. (6) six tutors said yes.
(0) zero tutors said no.

Comment: I don't know how helpful I was to the student directly, but talking with the student helped me to realize where she was coming from and to relate to her better.

I have done more academic advising than personal advising. Students usually just need someone to listen rather than advise on personal issues.

I felt my students knew I was always there to listen - they could count on me.

I found a lot of times that person just needed someone to listen to them.

I felt I was fairly effective in this role. I might add that this was in no small way attributable to the information sessions and guest speakers during tutor meetings.

I had a student last (spring 1983) semester whom I have tutored twice before - we are very good friends. In the middle of semester she was having some personal problems, and I found her lost during the session. I asked her to go and see one of the counselors, but she did not but asked if I could help her. We spent at least two sessions talking about her problem.

I felt I have been relatively successful in the capacity of a counselor.

No doubt I need work in this area. Problem solving can be so personal, that the most I can do is encourage others to go on any way, but that the decision is theirs. That responsibility for themselves is why I am never more than a sounding board. My "over concern" only makes me uncomfortable, knowing that I can't and usually shouldn't do anything but listen. Yet I would rather listen in discomfort then watch someone silently tearing their hair out.

Question 3. In your own perception, what disappointments have you experienced?

a) Observe students who are not motivated to study.
   (8) eight tutors said yes.
   (1) one tutor said no.

Comment: Some wanted me to feed them the material. This is something seen very often. Pushing them to small successes always gets them motivated!

b) Disappointments of students not showing up at the contracted time, often without notice. (7) seven tutor said yes. (3) three tutors said no.

Comment: Some were very inconsiderate. I experienced this, but I never considered it a disappointment.

For me, this problem wasn't too bad, I had quite a few good and responsible tutees.

Seldom and rare.

c) Disappointments in observing students who are not enthusiastic about academic achievement.
(4) four tutors said yes.
(4) four tutors said no.

Comment: It's important to know if it's just a temporary burnout or not but this apathy is one that I don't know how to deal with.

d) Disappointments in observing students' inability to perceive the importance of academic achievement in their future job opportunities. (3) three tutors said yes.
(5) five tutors said no.

Comment: Let's be frank - a lot of the stuff we tutor is fairly irrelevant to future job opportunities. English, mathematics, and general courses.

This is a sub-topic of the previous question.

e) Disappointments in observing students who want merely to obtain a "passing" or a "C" grade (comment on frequency or lack of it). (4) four tutors said yes.
(4) four tutors said no.

Comment: Sometimes this is understandable with a very difficult (but required) class.

A lot of my students only required a credit/no credit grade, so the grade was not that important.

Too frequently.

I don't feel disappointed with this, if it is the result of the students priority evaluation. I can understand - there might be other things which take precedence over getting an "A" in Basket-weaving (if you get my point!).

Three out of four students want to obtain a "C" in the course and get rid of it. Maybe they are so used to obtaining a lower grade, that they don't even want to work hard for a better grade.

If they are knowledgeable and just can't demonstrate it on tests, then I don't care. If they just want to know enough to get through, I rant about concepts and and the fact that knowledge is not measured in mediocrity (Mediocrity is the absence of superiority).

f) Any others

Comment: One thing I have noticed which is very common is lack of confidence in what they do.

To have a student whose intellectual skills aren't up to college level due to family background and to missing out on the basics earlier, not to know what level to start on and how to get through to her.

To observe a student who knows the subject material, but they can not prove it on a test.

Question 4. As a Tutor-Advisor, you may have experienced some personal growth and development.

a) I feel that I have more confidence in dealing with people, having seen that I have strengths that can influence growth in my students. (7) seven tutors said yes.
(1) one tutor said no.

Comment: Any experience in positive relations with others, builds confidence.

I feel more confident and comfortable around people I don't know.

This certainly applies to me and this is one of the greatest things I have achieved through tutoring.

b) I feel that I have developed/enhanced leadership qualities during my time as a Tutor-Advisor.
(4) four tutors said yes.
(3) three tutors said no.

Comment: Quite true for me. Now I can really make things go for me the way I want to without being a dictator.

Probably not.

c) I feel that I gain inner satisfaction from being able to assist others who have not had the same advantages I have had so far in life, and that I may have been instrumental in enhancing their academic work.
(8) eight tutors said yes.
(1) one tutor said no.

Comment: I had a student tell me once that when she received her diploma some day - part of the reason would be because of me.

I am thankful for my ability and I feel a bit obligated to help others if I can.

I sort of had this before.

Sometimes, when neither me nor my tutees feel like studying, we usually talk about our life experiences, and usually people get quite fascinated by any past life.

Definitely.

d) Looking back at the tutorial process, my contributions to the program have been of a positive nature (please enumerate). (6) six tutors said yes.
(0) zero tutors said no.

Comment: I have worked for the counselors, besides tutoring. I have also helped in the research component.

I think this question is a bit odd. Who is going to say "no" for enumeration, see section (3) and (4). In addition, I have made some good friends and, I think, broadened a few minds here and there.

More numerous than I can go into - positive friendships - learning experience, meeting others from a variety of cultures.

I feel that my background helps me to deal with a wider variety of personalities. This can help both in the tutoring room and when the tutors meet to exchange ideas.

e) I feel that my contributions are worth more than I am paid for. (6) six tutors said yes.
(2) two tutors said no.

Comment: No comment!

I don't think that I can access my contributions or worth.

Don't we all. It is difficult to assess the relative worth of what we do as opposed to a construction worker or an engineer, who works on flight systems for nuclear war-heads. On the whole, given the situation, it seems fair enough.

In reference to the other tutorial services on campus, we are under-paid! (In reference to private tutoring we are being cheated).

I would like to be paid more, but I can't complain about what I am getting.

Is there any of us who don't feel this way? Even so, I enjoyed tutoring so much that I will continue to do it even if I am paid less. In fact I already tutor friends (on a limited basis) for nothing. I get a lot out of it.

Question 5. The Training Program

a) The initial training I received when I entered the program as a Tutor-Advisor was: (8) eight tutors said adequate
(2) two tutors said inadequate

Comment: It has been a while since I have attended a training orientation program, but whatever I can recall from my earlier training - I think it was quite adequate.

Probably due to trying to cover everything in an afternoon. Also the "relating" exercise, while amusing, was really not all that useful.

It is very difficult to teach someone to tutor. This is because tutoring is, first and foremost, communication. Furthermore, it is personalized communication. No matter how knowledgeable you are on the subject, or how many learning theories you know, you can't accomplish much if you can't develop a rapport with your students. However, this is not to say effective when presented as an on-going process, so the tutor can get experience putting it into effect. In other words, the system is fine just the way it is.

I don't think it is possible to completely prepare a person for this type of job, but I think the training helped me to know a little of what to expect and what was expected of me.

Very warm "easy-going" atmosphere. Training was fun as well as informative. I liked the relationships I developed with other tutors, and feel I learned a lot from them as well as the counselors.

I was informed of the offices main mission, the ways that we account for ourselves and how I fit into the big picture. Tutoring (specifically) is not something you can learn by taking a class in tutoring. However, by making the environment conducive to confident performance, our natural abilities were able to function.

b) As time progressed, I learned the process of tutoring:
(3) three tutors said: from other experienced tutors.
(5) five tutors said: from asking questions of the Counselors.
(5) five tutors said: from brief orientations or conversations with Counselors.
(1) one tutor said: from observations of the experienced tutors.
(3) three tutors said: at the weekly Friday meetings.
(3) three tutors said: other.

Comment: My own experience previously.

Mostly from tutoring itself although the above times were somewhat helpful.

Trial and error.

Experience.

From my own experience obtained through the tutoring process.

From trial and error with each tutee. Each required a different approach.

Question 6. The weekly meetings were targeted to not only enhance the tutor's role in the job capacity but also to enhance the personal growth of the tutors.

a) I would have preferred more speakers who gave me insight into "How to be an Effective Tutor."
(8) eight tutors said yes.
(1) one tutor said no.

b) In addition to the above, "How to be an Effective Peer Counselor." (7) seven tutors said yes.
(2) two tutors said no.

c) The weekly meetings had featured speakers that enhanced my perspective on:
(5) five tutors said: W.S.U. instructors.
(7) seven tutors said: some tips on how to be an effective tutor.
(6) six tutors said: some methodology of teaching (W.S.U. professors speak on their teaching methodologies).
(6) six tutors said: my overall awareness of campus activities.
(3) three tutors said: campus services (health, dental).
(4) four tutors said: information useful to my future (i.e., resume writing).

Comment: These meetings should be optional. If someone doesn't want to be there, they usually just become a pain to those who do.

Question 7. Fringe Benefits: The Program Director often raises funds in order to provide some fringe benefits for the tutors. What are your perceptions of these benefits to you?

a) It is nice to be remembered on my birthday and I have positive feelings when we have a cake, card, etc.
(8) eight tutors said yes.
(0) zero tutors said no.

Comment: I am too far away from home, and it is always heartwarming to know there are people around, who will remember and celebrate your birthday.

My birthday is in the summer, but I enjoy everyone else's.

Although I don't celebrate my birthday, I enjoy sending cards to others so that they know I care about them.

b) I would have liked to have gone for pizza more often, to share some fun time with my fellow tutors.
(6) six tutors said yes.
(1) one tutor said no.

Comment: This wouldn't always have to be paid for by OPERATION SUCCESS, (Dutch).

Tough to do.

I have been in this program for a long time and I have seen the good ole days and all the changes that came about in the program. I would like to have more pizza parties, but considering everything, I know why we can't have such parties so often.

This is of course a true statement. Fellow tutors are some of the best company one can have.

c) During the summer, the tutor trip was very rewarding.
(2) two tutors said yes.
(0) zero tutors said no.

Comment: Positive rapport was between the tutors for the most part. Working for OPERATION SUCCESS in every capacity was rewarding.

I never went on the summer tutor trip.

I have never participated in a summer trip with the tutors.

Didn't go.

Not applicable - I am willing to find out.

I didn't go on any tutor trip.

d) It was gratifying to receive a turor award at the President's home as well as during the last tutor banquet. (7) seven tutors said yes.
(0) zero tutors said no.

Comment: I am the wrong person to ask, since I hate ceremonies in general and in principle. However I will say that a ceremony in which everyone present gets an award seems to defeat the purpose of the award - recognition. The awards could just as easily be put in everyone's mail box. But that's just an opinion. I'm sure for others it is a good experience, and it should be continued.

I think personally, it is quite an occasion, and I do long for it during Fall and Spring semesters.

I really enjoyed the Wine Barn!!!

It was a gratifying experience and a positive feeling of recognition.

It was very satisfying knowing you were appreciated enough to receive an award.

Everyone loves to be appreciated and recognized - thank you.

I don't require much encouragement or recognition and find such things slightly embarrassing. Nevertheless the little plaque that I took home seems to grow in value as I realize that it serves as a touchstone of my memories with OPERATION SUCCESS.

e) I feel a part of the program. The staff recognizes my services as valuable, and I receive positive remarks from our speakers. (7) seven tutors said yes.
(0) zero tutors said no.

Comment: "I belonged!" and was made to feel valued and respected for my contributions to the program.

I really enjoy being a part of OPERATION SUCCESS because I felt appreciated.

I have a feeling of belonging.

Yes, I really like the "gang".

This is quite true. People respect me and really do know as to what we tutors go through. I love the atmosphere where I work.

I'm not sure I understand. Other than that, "yes".

In general I don't feel unappreciated at all. If anything I feel over appreciated by the staff.

f) In the process of assisting peers, my awareness of future goals has become wider, and being on the tutorial staff has enhanced my self-assurance and self-esteem.
(4) four tutors said yes.
(0) zero tutors said no.

Comment: When a tutee asks my opinion about a personal problem, and if I do help - it is quite satisfying. I have matured a lot just by tutoring and counseling other fellow students.

This program has changed my career goals.

True.

I think my awareness of many different things has increased.

I have become more confident and expressive of my future goals. With this increased confidence and expressiveness I find it much easier to get worthwhile counseling or determine what advice is worthless.

g) Other

Comment: All I would say is you - counselors - are doing a great job. In accordance I would like to extend my thanks to the Director and the lovely secretary for giving me proper assistance whenever I needed it. I think you all are doing an excellent job - and I hope to see this program go on for many more years to come. Also I think this is an excellent questionnaire and the questions are very adequate and concise - but there is always room for improvement.

First of all, I'd like to explain why I felt so many of the questions blank, because many of them demanded a flat "yes" or "no" when a "somewhat" or a "not applicable" answer would have been more appropriate in my case, and I suspect in some others as well. Also questions like d, e, and f above seem like leading questions. They seem designed to discourage any but positive replies. Again it's a matter of my most truthful answer falling somewhere between the two extremes. I really think that tutors need to be made more aware of what they're getting into in the way of tutees who need extensive remedial work but who instead must cope with assignments that are too advanced for them. Relating to this in a way is the need for some kind of education - related psychology and sociology information, dealing with such things such as - how do people learn, how can they be helped to learn, etc. An area that I found in my experience was cultural barriers to learning - in one case poverty and a stressful home life, in another, foreign customs and language differences (this one I didn't find too difficult as I have taken language courses, but someone else might). I also wish we'd have the lecture on assertiveness training, and now that I think of it, maybe assertiveness training should be part of the orientation program. How to establish an authoritative but not insensitive image with a tutee from the beginning. Also the lectures by faculty members, while interesting in themselves, were about teaching rather than tutoring. I felt there were a lot of differences between the two-individual vs. classroom basis, different experience (having a degree vs. being an undergraduate), age differences, how much help the student needs, etc. Maybe some former tutors could clarify some of this. All in all, I have gained some insights which might help me in future situations where it is up to me to help someone else learn.

Thank you Mario for always being available to come, to talk when I needed to. You have been an excellent "leader" as well as my friend. I find it hard to think of someone who is more considerate, kind and unselfish than you. Thank you Deema for being there to listen and share my thoughts with - I never had to be afraid you would be judgmental, you always accepted me as I was. I always enjoyed our cojversations and you inspire me as a woman who truly seeks to know herself. Thank you Vince for your friendly words and support. I'll miss you all!!!

I like the informal friendly atmosphere at OPERATION SUCCESS. I like the independence and responsibility, I have in my work, also.

Thank you.

OPERATION SUCCESS
PROGRAM SURVEY - SUMMER 1983

The following data was collected by the Operation Success Research and Evaluation Component through the survey conducted to find out student's opinions and perceptions on services offered to them by the SSDS Program during the Summer Semester of 1983.

There were three categories of responses to the questions:

Agree, No Opinion, and Disagree. The questions were:

As a result of participation in this program, I have:

1. Increased my awareness of my academic strengths and weaknesses.
2. I got to know about financial services/obtained information on scholarships.
3. Become more confident about my educational goals.
4. Become more aware of my abilities and how they relate to my career plans.
5. Increased my awareness of university services.
6. Increased my awareness of self in general.
7. Asserted my self to a greater extent than before.
8. Improved my ability to express my self.
9. Began or continued to develop a set of personal values.
10. Increased my awareness of other people (races, cultures, etc.)
11. Become more comfortable about continuing my education.
12. Have met new people and have a feeling of belonging.
13. Received assistance through:
    1. Tutoring Services
    2. Typewriter Services
    3. Book Loan Services
    4. Workshops

SUMMARY OF PROGRAM SURVEY

SUMMER 1983

Question	%Agree	%No Opinion	%Disagree
1	80	10	10
2	50	40	10
3	50	20	30
4	70	20	10
5	80	10	10
6	80	10	10
7	80	0	20
8	70	20	10
9	50	40	10
10	50	20	30
11	70	20	10
12	80	10	10

Question 13: Received assistance through:	Yes	No
1. Tutoring Services	100%	0%
2. Typewriter Services	33%	67%
3. Book Loan Services	75%	25%
4. Workshops	25%	75%

TUTOR-STUDENT-COUNSELOR CONFERENCES

SPRING 1983

Comments of students about their tutors.

1. Good in subject and basic math needed for Chemistry; always on time and flexible on times as he had it to offer.

2. She was a good tutor; she helped me a lot and was always well prepared. She always went out of her way to help me. The only fault she has was that she was always putting herself down, but other than that she was good.

3. My tutor and I utilize our time very well. He is an excellent tutor and I will request him next fall. He has helped me a great deal.

4. It seems like I needed more time with my tutor. We would go over the assignment and there isn't enough time to go over other sections. She showed me some short cuts and explained things more easily than my instructor; an example was the matrix system.

5. I am very pleased with my tutor. He is always nice and explains things very thoroughly. When someone knows the material well, it is easier to learn from them.

6. She always reinforced what was covered in class by the instructor and sometimes she would explain the problem and solution another way from the teacher's way which was easier to understand and covering the material before it would be covered in class was very helpful.

7. She is a great tutor and a beautiful, understanding person. I would so much like her to continue to tutor me. She helps me to understand and to get a better view on my lessons. I wish that I could return some great thing in return.

8. My tutor helped me the best he could but I couldn't understand his language. He was a good tutor.

9. I think the tutor is doing a good job tutoring.

10. My tutor is interested in Biology. He understands the subject. He knows what is expected of a Biology 203 student and is a good tutor.

11. My tutor is a good tutor and he makes me do the thinking, which is very good. He tell sme if I know the material or not and that makes me want to study more.

12. My tutor has been very helpful in tutoring Psychology and Speech, and relating the two areas. She listens patiently to what I have to say, and not only that, she types for me and corrects my grammer. Her disposition and attitude is remarkable.

13. My tutor is very encouraging. She's always been positive given when things are going bad. She's an excellent, dependable tutor. She knows her material well in Math.

TUTOR-STUDENT-COUNSELOR CONFERENCES

SPRING 1983

Continued. Comments of students about their tutors.

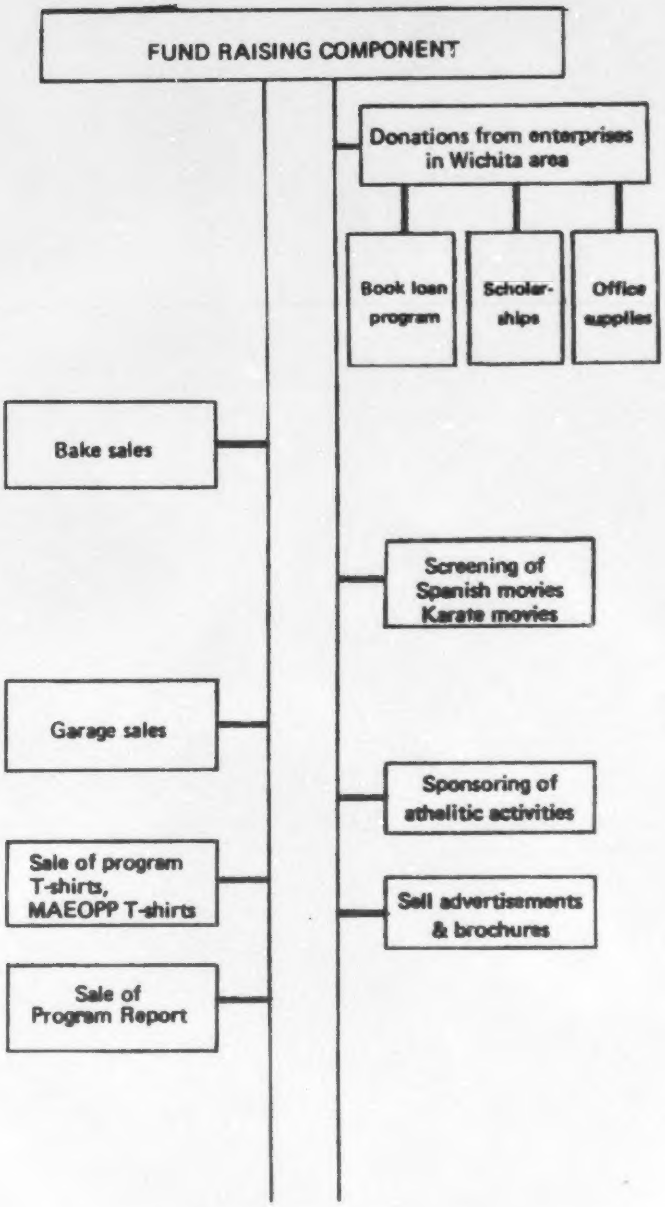
14. She took the time to check papers, during unscheduled times. She was very encouraging, giving immediate feedback. She was knowledgeable on the subject matter.

15. I have two suggestions: if she could have a book in class at the time, and if we could understand what room to use, more rooms are needed.

16. He is a good tutor and I would recommend him for others. Our time was utilized well and I felt I learned the subject matter well.

17. He is a very excellent tutor. He is very knowledgeable in the subject in which he was tutoring me in. I would definitely recommend him to others. He is a great tutor.

18. He has a solid knowledge of calculus and can usually convey ideas to me very clearly and economically. What's more he usually can tell just where I'm having trouble. He doesn't drink beer but he's an ok tutor anyway, because he likes Paul Simon and Monty Python. I also hope I never need him again, but if I do, he's a good egg.


FUND RAISING COMPONENT
Donations from enterprises in Wichita area
Book loan program
Scholar-ships
Office supplies
Bake sales
Screening of Spanish movies Karate movies
Garage sales
Sponsoring of athelitic activities
Sale of program T-shirts, MAEOPP T-shirts
Sell advertisements & brochures
Sale of Program Report

OPERATIONS CHART FOR FUND RAISING COMPONENT

FUND RAISING COMPONENT

Since 1980, the Special Services Program, OPERATION SUCCESS, like many programs all over the country has been affected by budget cuts. Every year our program has developed activities geared towards raising those additional funds that enable us to serve the disadvantaged students even when its funds are curtailed.

This year we developed fundraising activities that included area community organizations and businesses. We were successful in involving over 20 businesses to assist us with this activity. The following businesses or organizations allowed for the fundraising component to have a successful year.

CONTRIBUTORS:

White Star Inc. -- Scholarships for Book Loan program

Commonwealth Theatres -- provided theatre space for one fundraiser movie that was a success.

Squeeks Donuts Inc. -- provides pastries used for various bake sales.

Bonanza Steak House -- donated gift certificates used in various fundraisers.

D & M Trophies -- provides partial discount on tutor plaques given at Annual Awards Dinner.

KARD-TV, KAKE-TV, KTVH-TV, KMUW-Radio -- provides public service announcements that inform community of fundraisers.

Amigos de SER -- receive scholarships to which at least one program student is a recipient.

Anheuser-Busch Inc. -- donated calendars and other items used to promote Program's efforts in raising funds.

Other contributors to various on-going activities have been the following:

Fidelity Savings & Loan

Rico's Hair Fashion

Alford Electric Company

The Spice Merchant

Filmex Films

Azteca Film Company

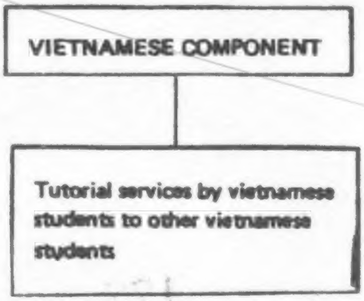
VIETNAMESE COMPONENT

This component was established to assist Vietnamese students. Initially, this component was established by the present Director of Operation Success on a trial basis. Throughout each semester, it has been found that the component is one that is continually assisting the Vietnamese students meet their needs.

Those students who enroll at Wichita State University experience difficulty in understanding the concepts taught in class, due to barriers of language, frames of reference, and the adjustments they are making from living in a culture different to their culture.

Many of the past students have been high achievers. Those students also have come back as tutors to assist the Component. Partial funds for the component come from Operation Success, as well as from the Student Government Association, to the Vietnamese Student Organization.

The excellent coordination of the activities between the Vietnamese Component and Operation Success has enhanced better understanding of the cultures that constitute the program. Vietnamese students invite other students when they have a social gathering and there have been many interactions. Operation Success will continue to be sensitive to the needs of the Vietnamese students at Wichita State University.


VIETNAMESE COMPONENT
Tutorial services by vietnamese students to other vietnamese students

OPERATIONS CHART FOR VIETNAMESE COMPONENT

NOTES